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ABSTRACT

Australian school communities participating in the Disadvantaged Schools Program plan their own approaches to improving schooling for students, assisted and supported by consultants; the Disadvantaged Country Areas Program, funded in 1977, differs from the Disadvantaged Schools Program in that whole areas rather than individual schools have been identified. All schools in the declared areas are expected to share the services and facilities provided through the Program and to share in developing ideas and plans for improvement. Areas are encouraged to identify and use what they already have in their own communities and to use the special funding to supplement those resources. Schools within the areas and their respective communities work together to improve students' learning by sharing ideas, responsibility, personnel, and resources. Areas share common problems such as geographic and cultural isolation; relatively low community standards of education; lack of facilities, resources, and specialist services; poverty; and lack of vocational opportunities. Therefore, many projects are similar. Communities are encouraged to make as many decisions about schooling as possible. A description of the majority of the projects funded in 1977 follows the narrative section. The project summaries indicate (in varying degrees of detail) the needs, aims, and funding levels applicable to individual projects. (CM)

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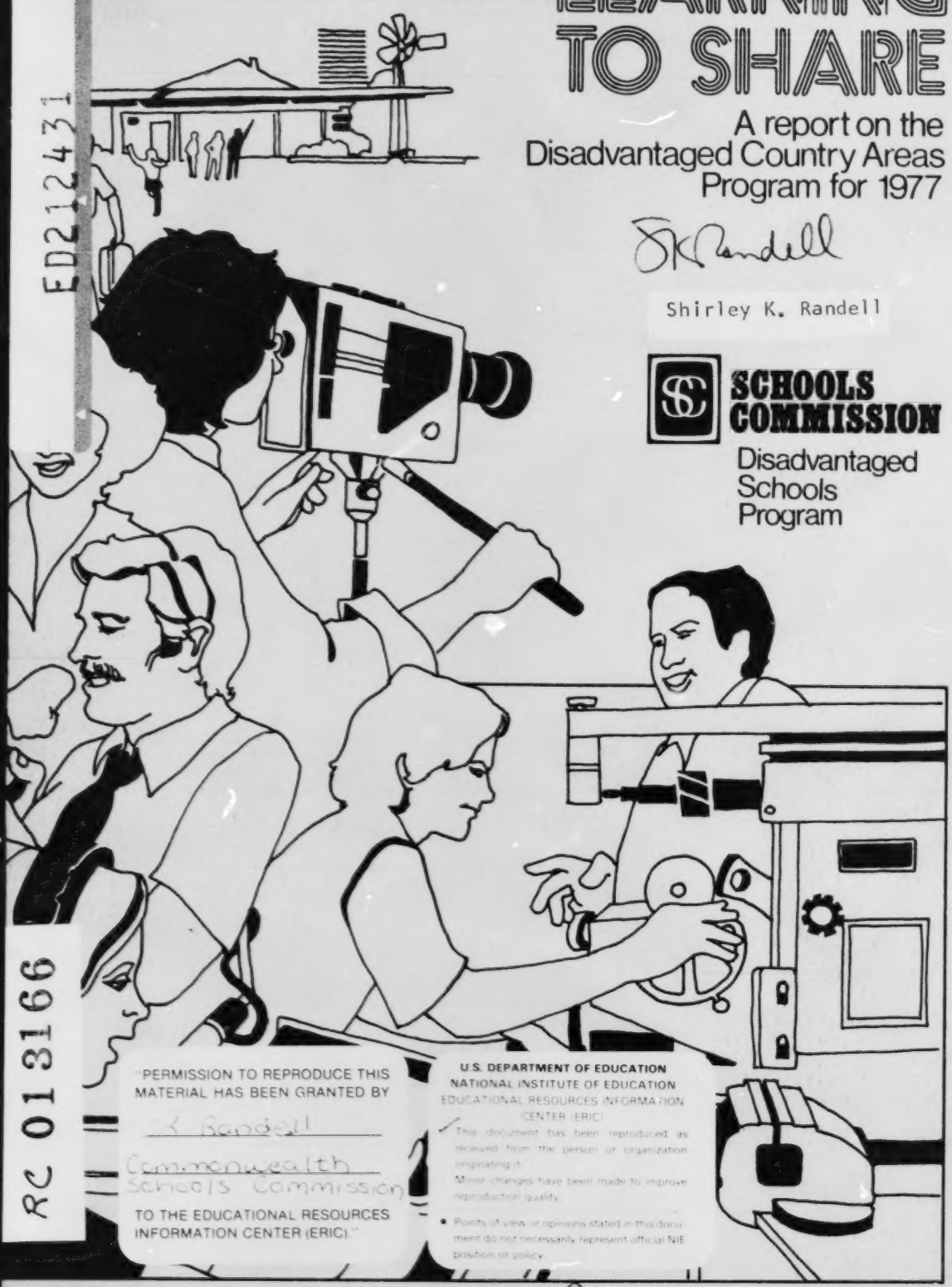
LEARNING TO SHARE

A report on the Disadvantaged Country Areas Program for 1977

Shirley K. Randell



SCHOOLS COMMISSION

Disadvantaged Schools Program

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LEARNING TO SHARE:

A REPORT ON THE DISADVANTAGED COUNTRY AREAS PROGRAM FOR 1977

Schools Commission
Canberra

December 1978

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FOREWORD

In its successive Reports, the Schools Commission has recognised that students in country areas, considered as a group, face educational disadvantages.

The problems of educating students in country areas are not merely those obvious and practical difficulties which result from geographical isolation. In many areas, whole communities are isolated from the cultural, social and recreational experiences which could make schooling a richer and more meaningful experience for their children. Poor economic circumstances are sometimes as inhibiting as vast distances. Some communities are remote not from the nearest town but from the world of good job prospects and challenging careers, leading country children to have understandably limited expectations.

In 1977, the Commonwealth Government approved the allocation of $4.11m to a new element of the existing Disadvantaged Schools Program of the Schools Commission for disadvantaged country areas. In each State, education authorities in both the government and non-government sectors worked with established Committees of the Disadvantaged Schools Program to identify disadvantaged country areas. These areas were subsequently declared under the Disadvantaged Country Areas Program by the Commonwealth Minister for Education. The Program requires government and non-government schools in the declared areas to work together with their local communities in finding new ways of improving students' learning and of making their schooling more meaningful and enjoyable.

The Disadvantaged Country Areas Program is in the beginning stage. This publication is intended to provide a brief overview of the Program and to outline developments in the first year of its operation. A brief description is provided of the majority of projects funded in 1977. The summaries, which are based on information supplied by State Committees, indicate in varying degrees of detail the needs, aims and funding levels applicable to individual projects. The Commission hopes that the report will bring an increased awareness throughout the community of the educational needs of students in country areas and of the initiatives taken so far to meet them, and will thus stimulate the search for improving learning conditions for young Australians who live beyond the major centres. The considerable development of the Program during 1978 will be reported in a subsequent publication.

The work of Lyndsay Connors in the preparation of this publication is gratefully acknowledged by the Commission.

K R McKinnon
Chairman

CONTENTS

	Page
OVERVIEW	1
PROJECT DESCRIPTIONS	
New South Wales	11
Victoria	23
Queensland	33
South Australia	37
Western Australia	41
Tasmania	51
FINANCIAL ALLOCATIONS TO STATES, 1977	53
AREAS, SCHOOLS AND ENROLMENTS, 1977	54
COMMITTEE STRUCTURES AND FUNCTIONS	66

OVERVIEW

In 1973, the Schools Commission was established by the Australian Government as a statutory body and was required to consider the need for improving the quality of existing school provision and to promote increased and equal educational opportunities. The Commission was required to take into account 'the needs of disadvantaged schools and of students in all schools who are disadvantaged in their education for social, economic, ethnic, geographical or other reasons'.

The Disadvantaged Schools Program was established as a response to this requirement, to provide extra resources to schools in poorer localities, particularly depressed inner-city areas, where there had developed a traditional pattern of poor school performance, early school leaving and low career aspirations.

School communities participating in the Disadvantaged Schools Program plan their own approaches to improving schooling for students, sometimes assisted and supported by consultants. The Program's aims are to improve students' learning, to make schooling more enjoyable and meaningful, and to promote closer school-community relationships. Representative committees of teachers, parents and community members from each school system (both government and non-government) consider proposals put forward by school communities and recommend those which should be funded. These projects are then implemented by the school community itself and are continuously evaluated and modified where necessary. In 1977, the Disadvantaged Schools Program funds amounted to $19.51m.

The index of disadvantage used by the Commission to identify areas in which it intended the Disadvantaged Schools Program to be more strongly concentrated was more appropriate to major urban areas than rural areas. Its unsuitability for comparing relative educational disadvantage in rural and urban areas was recognised. In its *Report for the Triennium 1976-78* (June 1975) the Commission devoted a chapter to country education. The difficulties of providing educational services to children living in settlements which vary greatly in size and in distance from major centres were outlined, and factors favouring and militating against country students analysed. The report particularly drew attention to the challenge presented by declining opportunities for rural employment and the need to ensure that young people were not disadvantaged by inferior educational opportunities in country areas as increasing numbers of young people were obliged to, or chose to, leave them for further education and jobs.

Over and above efforts to improve provision for country students being made by school systems, the Disadvantaged Schools Program of the Commission covered students outside major metropolitan areas, and its Special Projects and Services and Development Programs were also supporting locally initiated improvements. Commonwealth and State payments to students assisted families isolated from normal school provision, and correspondence schools also served such students and extended the curriculum locally available in many small country secondary schools.

DISADVANTAGED COUNTRY AREAS PROGRAM

Responding to the Government's 1976 Guidelines request to consider the problems of educating children in country areas, the Commission recommended the allocation of $4.11m in 1977 to a new element of the Disadvantaged Schools Program for disadvantaged country areas. The Government endorsed the

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DISAGVANTAGED COUNTRY AREAS
AUSTRALIA 1977

Not shown are isolated children of the Western Australian Correspondence School

recommendation and this new section of the Program began operating in 1977. The Commission saw this newly-funded activity as the beginning of extended action to widen the opportunities available to country children. It was to begin in a limited number of areas in each State. These were selected according to their relative poverty, their special need for improved educational provision and outcomes, and their lack of opportunities for employment and further training for young people.

Although the funds and the areas covered will be extended somewhat in 1979, the Commission recognises that the money available is insufficient to tackle major problems of provision, including action to make service in some country areas more attractive to teachers. But the processes of decision making in the Program have particular importance, along with the emphasis on using funds to test ways of improving educational opportunities through using resources more effectively. The Disadvantaged Country Areas Program differs from the Disadvantaged Schools Program in that whole areas, rather than individual schools, have been identified. All schools in the declared Areas, government and non-government, primary and secondary, are expected to share the services and facilities provided through the Program and to share in developing ideas and plans for improvement.

The provision of education in country areas has always been expensive and has become more complex as longer schooling has become general. The Australian tradition of equal provision in public schooling has often led to attempts to provide an identical service and curriculum range in country and city schools. In some situations, these attempts have been neither practicable nor entirely appropriate. Different needs and desires must be taken into account. In addition, it may be unduly expensive to replicate everything in every school rather than to seek new ways of providing services which make more effective use of local advantages and resources. A service designed for metropolitan schools and imported to country areas may underestimate the resources available in country areas (not all of them necessarily in schools) and may discount the positive and distinctive features of country life.

The Commission's aim in setting up a Disadvantaged Country Areas Program is to support and stimulate rural communities in their search for new and improved ways of providing education for their children. It seeks to encourage them to identify and use what they already have in their own communities and to use the special funding to supplement or mobilise these resources. Within declared Areas, government and non-government schools and their respective communities work together to improve students' learning - sharing ideas, responsibility, personnel and resources - except in those few cases where extreme isolation makes this co-operative approach impracticable. A small number of schools in the declared Areas were already drawing funds through the existing Disadvantaged Schools Program and are continuing this arrangement, although it is expected that they will seek to adapt to the arrangements for sharing action and resources which apply under the new Disdavantaged Country Areas Program.

DISADVANTAGED COUNTRY AREAS

Whole areas, rather than individual schools, were identified as 'disadvantaged' by government and non-government education authorities in collaboration, and in consultation with the Disadvantaged Schools Committees representing both sectors. Acting on the advice of State Ministers, the Commonwealth Minister for Education declared the following areas for inclusion in the Disadvantaged Country Areas Program in 1977:

New South Wales
Bourke Area
North West Area

Victoria
Far East Gippsland Area
King Valley-Ovens Valley Area
Mallee Track Area
North-Central Area
Western Wimmera Area

Western Australia
Goldfields Area
Outer Wheatbelt Area
Isolated Children of the Western Australian Correspondence School

Queensland
Central Area
South Western Area

South Australia
Western Region, Eyre Peninsula

Tasmania
Huon Valley
Far North West Area

Details of schools and enrolments in the Areas are listed in Appendix 2. Some States have varied the name of the Program slightly to meet their own preferences. For example, in Queensland the Program is known as the Priority Country Areas Program and in Victoria as the Country Education Project.

COMMITTEE STRUCTURE AND FUNCTIONS

An early challenge for the Program has been to find the best way of ensuring effective decision-making at the local level. One guiding principle has been that communities themselves should make as many decisions about schooling as possible, since they are the ones to be affected by them. But there is a tension between the need for local participation in decision-making and the need for experience and expertise and for action which can only be successfully undertaken at State or system level. While new, developing local committees must have room to exercise responsibility, they also need support.

Some States have now established a structure which allows for consultation among all interested groups, from local school and community levels right through to Area and State levels. At the national level, gatherings of State Co-ordinators with the Program Director and other representatives of the Schools Commission are held to assess the development of the Disadvantaged Country Areas Program and to promote and support moves forward. The structures and functions of State, Area and local committees outlined below have evolved during the first year of the Program's operation. In some cases, they may differ slightly from arrangements which operated in the initial stages.

At State level, the composition and functions of the Disadvantaged Country Areas Program Committees vary considerably. They range in size from three members on the New South Wales Advisory Committee to twenty-three members on the Queensland Committee to administer Joint Programs for Priority Country Areas. Administrators from both government and non-government systems are represented on all Committees (except in South Australia where there are no Catholic schools within the declared Area). Committees in New South Wales, Victoria, Queensland and Western Australia include one or more parents. Functions performed by all of these bodies include: liaison with the State Minister for Education and with government and non-government education authorities, with the Schools Commission and other interested agencies; promoting an understanding of the Program through enunciating Program principles and aims, and establishing general guidelines for operation; receiving submissions from Area Committees; reviewing current provisions

for country education and assessing needs; and making recommendations on areas to be declared as part of the Program. In general, State Committees advise and support Area and local committees. The Victorian Country Education Planning Committee provides a forum for public discussion of issues relating to country education. In South Australia, special emphasis is placed by the State Committee (a sub-committee of the State Priority Projects Task Force) on conducting in-service programs for all participants in the Disadvantaged Country Areas Program.

All declared Areas have committees, apart from the South-West Area in Queensland where six local groups advise the State Committee. In South Australia, five task forces operate in the declared Area and in Western Australia the Correspondence School Committee works in close liaison with members of the State Committee who conduct meetings regularly with parents in various parts of the State. Area Committees are closely involved in the development of submissions, in the implementation of funded projects, and in monitoring and evaluating the progress of the Program in the Area. They assist in the identification of needs and resources, foster community involvement and provide a link between those working in schools and communities and the State Committees. In some Areas, committees are very active in disseminating information on the Disadvantaged Country Areas Program. Most Area Committees include teachers, parents and/or local community representatives as well as administrators from government and non-government school systems.

Victoria, Queensland, Western Australia and South Australia have local action committees and working parties at the local school-community level.

Further details of the membership and functions of committees in the Program are given in Appendix 3.

1977 PROJECTS

Among the declared Areas, different factors operate to reduce the effectiveness of schooling. But there are also many common problems such as isolation (both geographical and cultural); relatively low community standards of education; lack of facilities, resources and specialist services; and a range of difficulties closely associated with rural depression such as poverty and the lack of vocational opportunities. A number of projects already initiated through the Disadvantaged Schools Program reflect similar approaches to these common problems.

Transport and Mobility

All Areas have responded to the problem of geographical isolation by projects involving student travel; the employment of itinerant teachers and specialists; the use of mobile resources to bring a variety of equipment, materials and services into isolated areas; the use of vehicles to take school communities to a variety of facilities outside their own areas and to transport resource persons into the area.

Community Enrichment

Many projects reflect the desire of rural communities to create a more positive climate for learning, to overcome the limitations imposed either by isolation or deep rural depression and to strive to build a more hopeful future for children. Such projects reflect an understanding that schooling is one part of the education a community provides and that the general level of

competence and confidence in the community itself directly influences the effectiveness of schooling. For these reasons, many communities participating in the Disadvantaged Country Areas Program are learning to improve the way they swim, read, think, play tennis, bring up their children, participate in school activities, relate to their neighbours or practise a range of skills-from weaving to carpentry.

Work

Schools cannot make jobs. However, they can attempt to improve country students' access to the available jobs. One important way is by broadening students' knowledge of the possible range of jobs for which they are suited and which may be available. The development of mastery and competence in a broad range of areas enhances students' self-esteem, so that they can make more suitable job choices and can seek employment with greater confidence. Schools can help students to think about the nature of work in our society and to analyse their own situation in relation to employment or unemployment.

Upgrading Facilities

A pleasant community centre; a well-lit recreation area; a safe swimming pool; a child-care centre; some up-to-date reading materials; some exciting new materials for the classroom; a stimulating television program. These are the things which make life interesting and enjoyable. In some hot, dusty, lonely places they are the things which make life bearable. Many communities have started through this pilot Program to acquire some of the facilities which are taken for granted by most Australians. In some areas existing facilities had run down because of population drift and depression. In many they have never existed.

Immediate, Specific Needs

Many of the Program's projects are long-term ventures, designed to trial communal solutions to shared problems. But a number of projects are responses to the urgent and specific needs of some individuals and small groups in disadvantaged Areas. They recognise the needs of students periodically cut off from their schools by bad weather; of Aboriginal toddlers and pre-schoolers lacking stimulating toys; of parents with handicapped children who must travel with them to the nearest centre for treatment and advice; and of students who have received all their schooling in isolated areas to have some 'bridging' experience before embarking on tertiary studies. In all States the lack of particular specialist subject areas has been identified and shared programs begun in such subjects as music education, technical education, developmental drama and physical education.

Technology

A small number of projects reflect an awareness of the impact which modern technology and communications could have on education in country areas. In some cases this awareness finds a modest expression, such as the installation of an additional telephone at a correspondence school enabling students to make reverse charge calls to their teachers, or the expanded use of audio-visual materials in the curriculum. Other projects involve the community use of radio and television. Several projects reflect the fact that schools are moving into computer technology.

Effective Use of Resources

Many of the projects undertaken in 1977 reflect an awareness that more effective use can be made of educational resources which have often been neglected in traditional approaches to schooling: fascinating local people; the many hidden talents of the community; an unfamiliar culture; the primary sources of history; the unexplored natural environment. In addition, a number of communities are trialling new and interesting ways of sharing resources which would otherwise be too costly for any one group to enjoy. This pattern of sharing is leading to new patterns of work and communication between schools and communities. In country and isolated areas, this 'sharing' of ideas and approaches, as well as resources and facilities, is especially necessary for the professional development of teachers.

While many of the 1977 projects of the Disadvantaged Country Areas Program may be loosely categorised as similar responses to general problems, there is nevertheless a remarkable variety among projects reflecting creative local responses to many differing sets of circumstances. Some are attempts to overcome problems; some set out to maximise certain advantages; they often involve innovative responses to old problems; some must be unique; others can easily be replicated in other Areas. Some projects are relatively simple; others far more elaborate and complex.

In Queensland, funds available through this Program have allowed numbers of children to benefit from the rare combination of talents possessed by one individual - who happens to be a music teacher as well as a pilot.

In Victoria, one Area has turned necessity into a virtue by replacing the boredom and exhaustion of students' necessary long daily bus trips with a stimulating audio-visual program.

Projects 'grow' - one project in South Australia which began with the sharing of sporting equipment has grown into a co-operative sporting program between the schools involved.

Both New South Wales and Western Australian Areas have recognised, through projects which provide resource kits to isolated families, the artificiality of the line which has been drawn between home and school. For many correspondence students, of course, home is school and therefore needs to be supplied with some of the resources which are automatically supplied to schools. In the case of the New South Wales project, special kits have been developed for the numbers of students whose schooling is inevitably and regularly interrupted by bad weather making roads impassable.

Similarly, funds have been used in several Tasmanian projects to improve the capacity of school communities to support the work being done by schools themselves.

Even this random selection of projects demonstrates what can be achieved when local communities are encouraged and enabled to consider ways of improving schooling.

EVALUATION

The Disadvantaged Country Areas Program requires rural communities to examine carefully the whole process of schooling at local level. In this sense, communal evaluation is an intrinsic part of the whole Program. The

Schools Commission takes the view that the main purpose of evaluation within this Program will be to contribute towards the effectiveness of decisions taken by school communities rather than to grade every project in terms of its 'success'. Some of the proposals put forward in good faith by Program participants will not be as successful as was hoped. But the opportunity to reflect on such 'failures' may be invaluable and may lead to new, fruitful approaches. In a number of States, education authorities are encouraging and helping school communities to develop their capacity to evaluate their programs so that they can make necessary adjustments and improvements with growing confidence.

But, in addition, long term evaluation at Area, State and national levels is necessary both to strengthen and to support the continual action research taking place within schools and communities. Systems of collecting and recording basic data have been established at all of these levels.

GOVERNMENT COMMITMENT

The Commonwealth Government has consistently maintained and extended its commitment to the Schools Commission's Disadvantaged Schools Program. In guidelines issued to the Commission in 1978, the Government has indicated its strong endorsement of the Commission's assessment of needs in disadvantaged country areas and its wish for progress to be made in this area within the limits of funds available. In a situation of no overall growth in education funding the Disadvantaged Schools Program is one of the few areas to receive an increase in funds for 1979.

THE FUTURE

The projects funded through the Disadvantaged Country Areas Program in 1977, the majority of which are listed in this publication, provide only the merest hint that Australia may be on the brink of a technological revolution in communications which could mitigate a great many, though not all, of the problems of social and cultural isolation experienced by students being educated in country areas.

A Government committee has recommended that Australia should have a domestic satellite communications system as soon as practicable. This would enable television networks to beam their programs nationally and would vastly improve television services to remote areas. It would also allow educational institutions to transfer data rapidly all over the continent. Remote areas which now have no telephones or only radio telephones would be linked into existing telephone networks.

The technological future and, in particular, the marriage of computing with communications technology, does hold exciting promise for those beyond the larger centres. The inhibiting effects of distance and isolation on the school curriculum could be reduced and the availability of resources and the professional development of teachers vastly improved. Services such as these would come at an extremely high cost, and it will therefore be in the political arena that decisions will be taken as to whether technology will be applied to such uses as improving educational services in country areas.

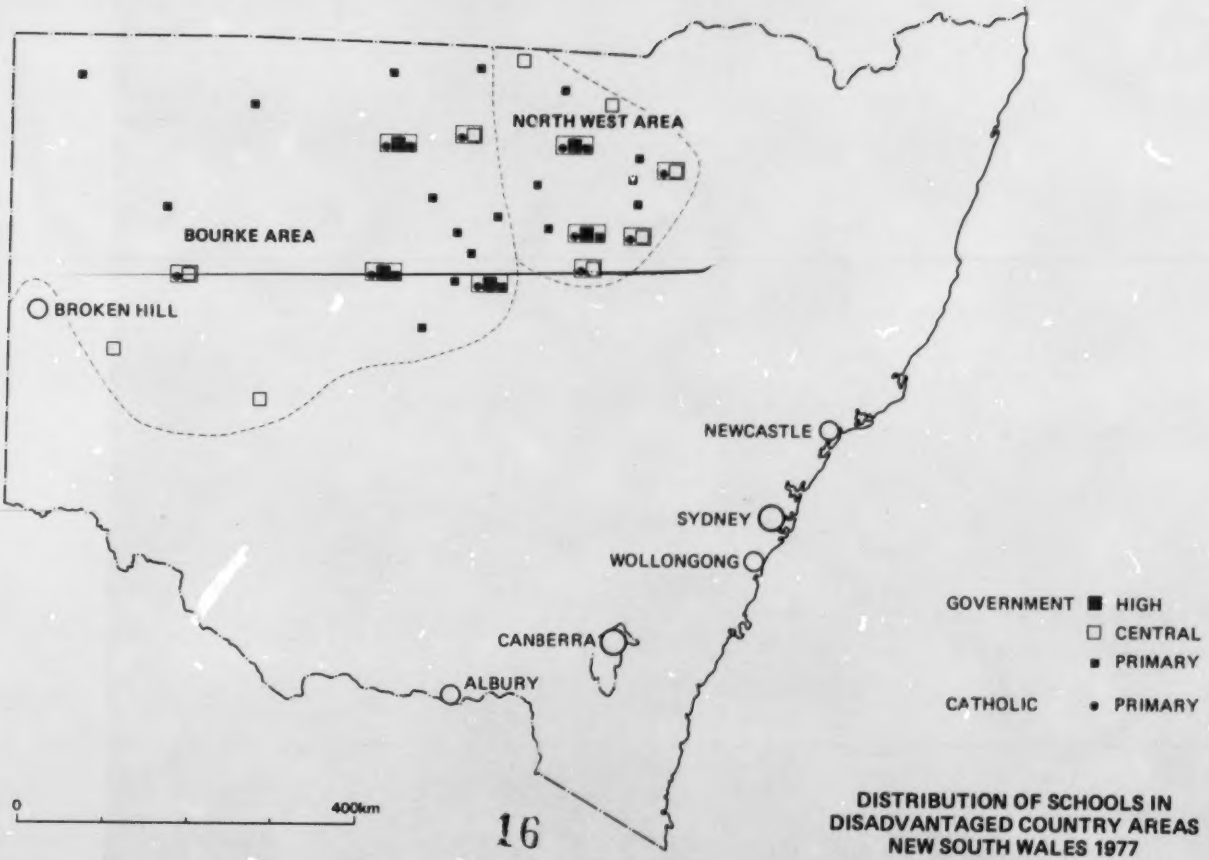
However, in the meantime, far more use could be made of radio and video in country areas in the education of students, parents and teachers. The Schools Commission's proposal for Unlimited Schools outlined in the 1975 and

the 1976 Triennial Reports describes a scheme for imaginative and radical development of existing Correspondence Schools and Schools of the Air. A network of Unlimited Schools could be developed using a variety of printed materials, tapes, filmstrips, audio- and video-cassettes, to provide an educational service to all who want to take part.

But the projects already underway indicate that the future lies with people as well as with technology. In a number of States, particularly in Victoria where the development of people has been a major focus of the Program, whole communities have been regenerated as people have identified local resources and acted together to improve education for their children. It is certain that increasingly imaginative arrangements will be made to extend the personal contacts between country students themselves, and with those living in regional centres and cities. Already a number of schools in Australia are making arrangements which will enable students from urban and rural areas to meet regularly for social and intellectual contact. For instance, one Sydney school participating in the Disadvantaged Schools Program had decided to raise money to buy its own 'farm' and has subsequently been given a disused school near Mudgee by the New South Wales Department of Education which announced that it could be approached by any school or community group with a good use for an old school. Such arrangements could benefit students living in country areas, as well as their city counterparts.

However, in considering the future of education in disadvantaged country areas, schooling cannot be considered in isolation from the realities of rural life in general. This need to consider schooling in its context is emphasised by Dr R Fitzgerald in a study for the Commission of Inquiry into Poverty, *Schools, Community and Work: Urban and Rural Aspects*, (AGPS, 1978).

'In considering the problem of rural disadvantage it should be emphasised that simply to set aside further resources for country schools will not be enough. The complex problems of our country communities are embedded in the prevailing economic and social fabric in Australia and to concentrate on any single aspect of rural disadvantage would be an inadequate response... As a nation we have permitted the gradual destruction of our country communities and it is perhaps time that our society reappraised its attitude to them. The initiative of the Schools Commission in focusing on country education as an area of particular attention is to be welcomed but this will inevitably be inadequate unless economic problems are attacked at the same time.'



DISTRIBUTION OF SCHOOLS IN DISADVANTAGED COUNTRY AREAS NEW SOUTH WALES 1977

PROJECT DESCRIPTIONS

NEW SOUTH WALES

The Program in New South Wales is aimed at overcoming geographical, cultural and social isolation by improving communications and by developing curricula, activities and programs which reflect the experience, aptitudes and interests of students in the declared Areas. The Areas are sparsely settled and, in the Bourke Area particularly, geographical isolation is extreme and the climate is dry and harsh.

BOURKE AREA

ALTERNATIVE LEARNING CENTRE — $20,500 (1)

Broader approaches to learning are being explored in an alternative setting beyond the confines of the school. A homestead has been leased, 25 miles from Brewarrina on the Bogan River. Students from Kindergarten to Year 10 in the Bourke Area will have the use of the Centre, and are participating in its establishment. The project is designed to give students a sense of purpose, responsibility and achievement. The Centre will extend the educational opportunities available in the Area, expanding the very limited range of recreational activities available and providing facilities for studying the local environment and approaches to conservation. The Alternative Learning Centre is administered by local government authorities and by committees of both government and Catholic schools in Brewarrina. A bus is to be purchased to allow wider access to the Centre's programs.

AREA SUBSIDY FOR SCHOOL EXCURSIONS — $40,000

This proposal was put forward to overcome the cost to parents of students' excursion travel from schools in the Bourke and Nyngan districts. Bus operators were invited to tender for the provision of all transport requirements for excursions planned for all schools. Funding makes it possible for all students, regardless of the economic status of their parents, to participate in the broadening experience and to share the educational benefits of excursions.

CAMPING RESOURCES — $20,000

Basic camping equipment has been acquired for use as part of the subsidised school excursion programs above. In this way accommodation costs for students are significantly reduced, enabling a broader range of excursions to be undertaken.

CORRESPONDENCE PATROL TEACHER — $16,000

A qualified and experienced itinerant teacher with mobile resources visits each correspondence student in the Area regularly, in an attempt to refine and upgrade the existing service to students and their supervisors, and also to provide a wider range of specialised services.

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(1) *Project totals have been rounded to the nearest $500 where appropriate.*

ITINERANT TEACHER PROGRAM $38,000

Teachers have been engaged to improve educational services in the Bourke Area by:

CULTURAL ACTIVITIES FOR WHOLE AREA $10,000

Various music and drama groups have been contacted and requested to visit isolated schools which are not normally included in their itineraries. Funds have been used to subsidise the costs of travel to such schools. Teachers and students have been encouraged to become involved in music and drama programs. Schools have evaluated the effectiveness of the various services provided by visiting cultural groups so that visits which have proved most successful can be repeated in future years.

CULTURAL AND SOCIAL PROGRAM $3,000

Funds have been allocated for equipment as part of a trial program to promote the cultural and social development of correspondence students in the Tilpa district. Contributions of labour, time and expertise by committed members of the local community have been a feature of this project.

CURRICULUM DEVELOPMENT PROJECT $11,000

This project enables schools in the Bourke Area, which are remote and often have a preponderance of inexperienced teachers, to share in the new opportunities open to schools to develop programs which relate to the special needs and abilities of their own students. A talented and experienced officer has been engaged to lead and co-ordinate locally-based curriculum development and the production of materials.

IDENTIFYING LEARNING DIFFICULTIES $9,000

An expert has been engaged to screen all students during the first two years of schooling to identify those who may be in 'risk' groups in regard to learning and to assist in the planning of programs to overcome the difficulties which are discovered.

INTER-SCHOOL VISITS $3,500

An established program of sports meetings between schools in the areas surrounding Wilcannia, Ivanhoe and Menindee has been expanded to include more students from the Area and funds have been allocated to subsidise the costs of travel and accommodation.

ITINERANT MUSIC TEACHER FOR SMALL SCHOOLS $34,000

This project enables students in areas around Bourke, Cobar and Nyngan (where tuition would not otherwise be available) to have individual lessons in piano and guitar. Through expanding students' own personal experience in this way it is hoped that the music curriculum will operate more effectively in schools.

- reinforcing and extending programs provided by School of the Air by offering support and assistance to parents/supervisors of correspondence students and by supplying more individualised and specialised tuition and materials;
- co-ordinating existing programs and facilities to increase their effectiveness;
- arranging more opportunities for contacts and excursions, to break down the problems students and supervisors experience as a result of extreme isolation.

Resources and Lease of Vehicle for Itinerant Teachers $32,000

Funds were allocated to extend the operation of itinerant teacher programs in the Bourke Area into 1978, to allow a sufficient period of operation for a valid evaluation to be made of their effectiveness. Provision was made for continued hire of vans and resources for programs in the Nyngan district, the Enngonia district and the areas surrounding Wilcannia, Tibooburra and Ivanhoe.

Purchase of Vehicles and Equipment for Itinerant Teachers $26,000

Following evaluation it was subsequently decided that the Disadvantaged Country Areas Program would purchase three vehicles and equipment for use in itinerant teaching programs and for other purposes in the wider Area program.

Evaluation of Itinerant Teacher Programs $10,000

This proposal was put forward to enable members of the Area Management Committee to take the time and to undertake the travel necessary to:

- examine the effectiveness of programs in overcoming disadvantage;
- assess the extent to which pilot programs indicate future directions;
- decide funding priorities for the coming year.

MINI-BUS FOR SMALL SCHOOLS $10,000

A small bus will service the small isolated schools at Girilambone, Coolabah, Byrock, Marra Creek and Hermidale, extending students' opportunities for social experience, for educational excursions and for sport and recreation.

MINI-BUSES $20,000

Students in the areas surrounding Ivanhoe and Menindee need to move beyond their own small and isolated communities in order to broaden their education. The mini-buses provide opportunities for a range of sporting, cultural, recreational and social activities. They will be used for purposes directly related to schooling such as transporting students and their parents/supervisors to residential courses and enabling them to share in the benefits of established facilities and activities thus brought within reach.

MOBILE CURRICULUM VAN - EDUCATIONAL RESOURCE MATERIALS — $3,500 (feasibility survey) $55,000

The feasibility of buying and equipping up to six separate mobile resource units was considered. These were to cover the following areas of the primary curriculum - science, language and communication, mathematics and social sciences, music, arts and crafts and the area of career education at secondary level. Subsequently it was decided to purchase one van, and this has been fitted out to bring extensive and up-to-date resource materials to students in the whole of the Western Area. Two teachers will be employed to visit schools and to assist teachers to develop programs or work related to students' needs. Resource materials related to these programs will be demonstrated and then left at the school on long-term loan.

RADIO STATION — $5,000 (feasibility survey) $149,000 (establishment)

Following a technical survey to assess the feasibility and means of providing such a service, it was decided to set up a radio network to serve the areas surrounding Bourke, Brewarrina, Cobar and Nyngan. The purposes of the project are:

- to provide a practical training facility for students in many aspects of modern communications and media techniques;
- to broadcast educational information, as well as a range of programs which are entertaining and of social value in enlarging listeners' understanding of aspects of contemporary national culture from which they may be isolated;
- to provide a valuable information service in times of local emergency, to isolated residents and travellers in the area;
- to provide a community service which is sensitive and responsive to changing needs and conditions.

Employment of Radio Manager and Publicity Officer — $9,500

The participation of local school communities in its operation is an important feature of the educational radio station based at Bourke. A manager has been employed to set up the station, with the additional task of moving around the Bourke Area to discuss the operation of the station with teachers, students, parents and members of various community groups, give instruction in methods of preparing programs and promote involvement in the venture.

In-service Course in Broadcasting Techniques — $2,500

A series of four in-service courses has been arranged to prepare teachers and community representatives for their role in the operation of the educational radio network. Courses are conducted by personnel of the educational radio station operated by the Mitchell College, Bathurst.

READING MATERIALS PRODUCED LOCALLY — $15,000

Schools in the Area have established a 'cottage industry' for the production of reading materials suitable for infants, primary and junior secondary students in the Area, who find that many of the readers produced commercially

are too remote from students' experience to engage their interest. Facilities at Macquarie University and at the Mitchell College of Advanced Education will be used initially for printing, but the proposal is to develop facilities for producing a range of materials in the local area.

RESEARCH PROJECTS $39,500

Motivation and Achievement in Country Schools (MACS)

The MACS project is a research and development project which aims to study the motivation and achievement levels of students in disadvantaged country areas. The second stage of the project will be aimed at changing the motivational patterns of both students and their parents, promoting the development of attitudes which are appropriate to contemporary patterns of education and the realities of social and economic life.

School Leavers and their Occupations (SLO)

The SLO project is related to the first study, and concerns the relationship of schooling to job choice and the transition from school to work. The experiences of school-leavers in the Bourke Area over the past ten years will be studied with a view to suggesting changes in schooling which could improve vocational outcomes. The project will also study the factors relating to job choices made by students in 1977, including parent aspirations and expectations. A follow-up survey one year later will examine the relationships between aspirations, expectations, length and success of schooling and eventual employment; and will look at the difficulties students have faced in finding satisfying jobs. Both research projects are to be carried out by Professor C Turney, Professor of Education at the University of Sydney.

SOCIAL AND CULTURAL ENRICHMENT PROJECT $11,500

The purpose of this project is to enrich the educational environment for all children, including School of the Air and correspondence students, in the areas around Wilcannia, Ivanhoe, Menindee, White Cliffs and Tibooburra by increasing opportunities for personal and social development. The project will attempt to develop students' awareness of the broad culture of contemporary Australia and the wide range of values it encompasses. Efforts will be made to identify and cultivate a range of individual talents and skills, through the provision of an array of stimulating activities which have not been available in these isolated communities. Students and parents have been provided with opportunities to gain experience in music, art, craft and drama. Qualified teachers, in each specialist area, have been employed on a short-term basis to provide tuition.

TRAVELLING VAN AND ITINERANT TEACHERS - ENNGONIA $40,500

Specialist personnel have been engaged and are working in close co-operation with education and health authorities, schools, parents and Aboriginal advancement groups to reduce the multiple problems associated with isolation and abject poverty which combine to depress students' educational outcomes. The service is directed in particular at young children living in extreme isolation, especially on Aboriginal reserves. The service brings to families a range of books and toys for their children and attempts are made to

encourage parents to participate actively in creating an improved educational environment for their children.

Purchase of Van to Replace Hired Van - and Additional Equipment. $19,000

A van has been purchased to replace the hired vehicle used in the Enngonia Travelling Van project, along with some additional resources.

TOUR BY WOOMERA TRIBAL ABORIGINES $5,000

Funding has been provided for a tour by this group of tribal Aborigines from Mornington Island to enhance and strengthen the cultural identification of Aborigines throughout the Area and to assist in the task of educating white Australians about the cultural heritage of Aboriginal Australians. The group has extensive experience in providing stimulating programs for school children of all ages. The insights that they bring to audiences into traditional relationships between people and their land promote not only a cultural awareness but an understanding of ecology and conservation.

YOUTH CENTRE CO-ORDINATOR $5,000

This proposal covers half of the salary cost of a youth worker at the Youth Centre in Cobar, with the other half being met by the Cobar Youth Association. The Centre is used by three schools in Cobar, which benefit from co-ordinated programs and activities.

YOUTH AND COMMUNITY CENTRE $47,500

This centre includes a theatre, indoor games area, coffee shop, music room, art/craft centre and outdoor courts for basketball, volley-ball and badminton. The centre is used by the three schools in Nyngan and by four smaller schools in the surrounding district. A management committee, comprising twenty-six representatives of all community sporting, educational and cultural groups, administers the centre. Over $20,000 has been raised by students, teachers, parents and community organisations, to ensure completion of the project.

YOUTH SUPERVISOR - WILCANNIA $1,500

An officer has been appointed to assist in developing community activities involving young people and, in particular, to foster closer relationships between young Aboriginal and white members of the local area.

NORTH-WEST AREA

ABORIGINAL CULTURE KIT $16,000

Kits have been prepared for distribution to primary and secondary schools in the Area. They comprise materials both for teachers and for students, and include a variety of information on the traditions, culture and lifestyle of the Aboriginal people of north-western New South Wales. In particular, the kits provide valuable insights into the relationship between Aborigines and their environment.

AREA-BASED CURRICULUM DEVELOPMENT $5,500

This project aims at producing materials which will assist teachers in the Walgett district to develop courses of study which are compatible with the needs and interests of students in the Area. Both government and Catholic schools at primary and secondary levels are co-operating in this venture and are being assisted by their local communities. Many teachers who come to this Area are young and inexperienced. These materials will provide them with:

- clear statements of objectives, providing a general framework for courses;
- descriptions of teaching methods considered suitable for children at various stages;
- guidance in locating suitable materials.

BALLET CLASSES $3,000

Funding has been provided to enable ballet classes to be provided in Gulargambone outside school hours by a qualified dancing teacher.

BARWON RIVER SYSTEM PROJECT $5,500

The features of the Barwon River System have been incorporated into a program which comprises a range of experiences designed to improve students' learning. A variety of disciplines is applied to environmental studies of the local area, of which the Barwon is an outstanding feature. Students have opportunities to conduct research and to discuss developments with local workers and property owners.

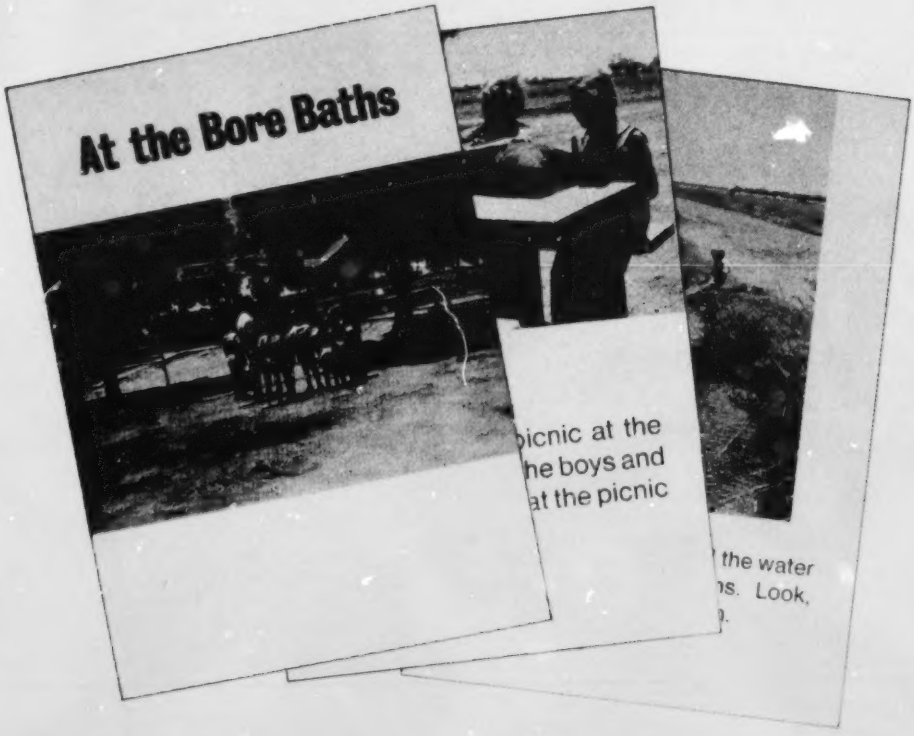
Local residents have co-operated with schools to organise field activities, thus strengthening links between school and community. Canoeing is being introduced, providing a valuable recreational outlet for young people in the district, and opportunities are being provided for camping and associated activities.

COMMUNITY FESTIVAL $8,500

Nine schools in the Wee Waa district co-operated with the local community to stage a highly successful festival, which featured a wide range of cultural and recreational activities. The Festival promoted and supported the culture of the local area, and provided an opportunity for outside experts to make a contribution. It was found that relationships between school and the local community were strengthened by participation in this stimulating event.

ENVIRONMENTAL AND COMMUNITY EDUCATION CENTRE $800 (survey)
$63,000

After an initial survey, funds have been provided for the establishment of an Environmental and Community Education Centre near the Macquarie Marshes, Quambone, to serve schools in the Coonamble and Walgett districts. This Centre enables students of all ages and ability levels to develop an awareness of the environment and an understanding of the use and management of natural



ENVIRONMENTAL READING MATERIALS, NEW SOUTH WALES

resources. Teachers are familiarised with field study techniques which they can use in their own school programs. The Centre provides a focus for important social experiences, and opportunities for parents and community groups to benefit from the programs are envisaged.

ENVIRONMENTAL READING MATERIALS $23,500

A series of reading materials is being developed to cater for the special needs, interests and experience of students in schools at Wee Waa (both government and Catholic), Burren Junction, Gwabegar and Pilliga. Materials will be suitable for use in Kindergarten through to Year 6 and for later years in the case of less able readers. Local teachers and community members, assisted by Mr J Rummery of the Armidale College of Advanced Education, have co-operated in producing the readers. A dramatic improvement in students' motivation has already been observed. This is attributable largely to the relevance of the subject matter.

EXPERIENTIAL READING MATERIALS $36,000

Reading materials based on the life and history of the local communities of Lightning Ridge, Collarenebri and Goodooga, are being developed by teachers and interested local people, to meet the special needs and interests of their students in Years 1 to 3. A teachers' manual is also being prepared. Reading is most meaningful for children when the materials being used reflect both experiences and language expression which are familiar to them, and thus avoid confusion or conflict.

HISTORY KITS: LOCAL SOURCES $16,000

This project provides students with opportunities to study history through the raw materials which still exist around them and which yield an understanding of the origins and development of their own local community. This understanding can then be related to broader historical developments. Written documentation, which has often been sent out of local areas to centralised collections, is now being retrieved and incorporated into kits, along with information unearthed by individual local teachers. These kits will be of particular use to schools in the Area where there is a preponderance of young teachers, most of whom are unfamiliar with local history.

HOME STUDY KITS FOR CHILDREN ISOLATED BY WET WEATHER $29,000

A committee of teachers and parents in the Walgett area has been preparing suggestions for possible materials to be included in kits suitable for students at infant, primary and secondary levels. Although they have been developed to ensure that students isolated by floods are able to avoid prolonged interruptions to their studies, these kits would be useful for any students who have prolonged periods of absence. Kits are to be varied to suit the particular programs being followed by individual schools in the area.

ITINERANT MUSIC ADVISER $450 (feasibility study)
$23,000

After a feasibility study an itinerant music adviser has been engaged to promote and upgrade the music education offered in government schools at Burren Junction, Pilliga, Gwagebar and at St Joseph's School, Wee Waa. Given the intensive music in-service provided by the adviser, teachers should gain skills and grow more confident in the teaching of music to a stage where they will eventually be able to conduct interesting, enjoyable and informative lessons without the aid of the adviser.

MUSIC TEACHER $5,000

Financial assistance has enabled a music teacher to set up a practice in Coonamble, providing local children with the chance to share in the cultural, educational and social benefits of playing a musical instrument.

NUMERACY PROJECT $13,000

The aim of this project is the production of mathematical programs and materials which are appealing, relevant and encouraging to less able students in secondary schools in the Walgett area. The materials are a valuable tool for less experienced teachers.

RECREATIONAL AREA $22,500

An area adjacent to the Youth and Community Centre is being developed and will extend the range of activities which can be enjoyed by the local schools and their communities, thus improving the educational environment for students in the Gulargambone district.

RESEARCH PROJECT $34,000

A research project investigating the instructional needs of country children is being undertaken by Ms Helen Sungaila, Lecturer in Education, Centre for Administrative Studies, University of New England.

RESIDENTIAL CENTRE FOR COUNTRY STUDENTS IN SYDNEY $3,000 (feasibility study)

Research has been carried out into the setting up of a residential centre to which secondary students from the Disadvantaged Country Area could come to attend school in Sydney. This would allow them to enlarge their social and cultural experiences and to receive vocational guidance both through counselling and work experience programs.

SCHOOL-BASED NEWSPAPER $9,500

Students at both government and Catholic schools and the adult community in an area around Wee Waa co-operate in the production of a newspaper for local distribution. The operation is based at Wee Waa Central School. Through this project, students have a purposeful approach to developing their communication skills for the benefit of people of all ages in their own community.

YOUTH CENTRE CO-ORDINATOR AND AIDE - COONAMBLE $27,500

The local RSL Youth Centre is used as a base, where a full-time co-ordinator assisted by an aide has initiated sporting, cultural and social activities to meet the needs and interests of young people in the schools at Gulargambone and Coonamble.

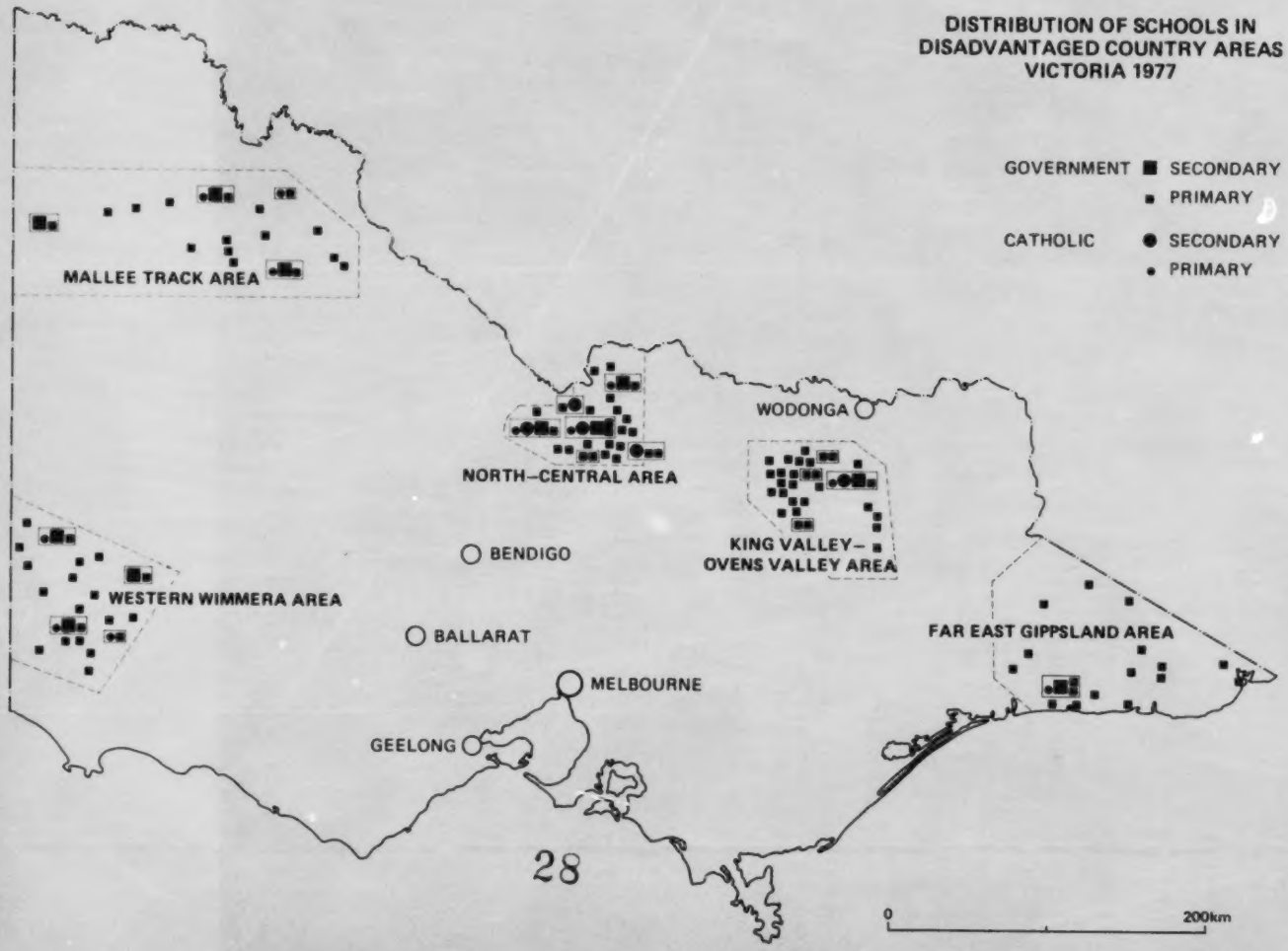
YOUTH AND COMMUNITY CENTRE - GULARGAMBONE $24,000

Students from Gulargambone Central and St Joseph's schools will use this Centre both during and out of school hours. It will be a venue for meetings and activities of the school communities. The Centre will also serve the needs of community groups and will be available for use as a vacation play centre. This project will extend the educational opportunities of young people in the Gulargambone district.

YOUTH AND COMMUNITY CENTRE - WALGETT $80,000

This Centre will provide sporting, recreational and cultural activities for young people in the Walgett district. The Centre will support and reinforce the work of local schools by:

- fostering a range of valuable social skills;
- supplementing social, cultural and recreational activities provided by schools;
- promoting citizenship and a sense of community by providing a venue where young people can meet each other;
- providing assistance in career education;
- increasing students' awareness of the larger world beyond their own community.


DISTRIBUTION OF SCHOOLS IN
DISADVANTAGED COUNTRY AREAS
VICTORIA 1977
GOVERNMENT ■ SECONDARY
▪ PRIMARY
CATHOLIC ● SECONDARY
• PRIMARY
MALLEE TRACK AREA
NORTH–CENTRAL AREA
WODONGA
KING VALLEY–
OVENS VALLEY AREA
BENDIGO
WESTERN WIMMERA AREA
BALLARAT
FAR EAST GIPPSLAND AREA
MELBOURNE
GEELONG
0
200km

PROJECT DESCRIPTIONS

VICTORIA

Victoria's Country Education Project reflects a very broad concept of the nature of schooling and education. The major thrust of the project has been to rejuvenate rural communities by involving them in defining their educational problems and proposing solutions. By this process it is hoped to improve in general the availability of education to the whole community and in particular the educational outcomes of the children.

FAR EAST GIPPSLAND AREA

ART/CRAFT AND MANUAL ARTS PROGRAM $44,500

This is an extensive program with two main areas. Firstly, a mobile van has been staffed and equipped to provide training in a range of art/crafts and manual arts skills. The van travels to isolated school communities, where classes are conducted during the day for children and at night for adults. The range of activities includes spinning and weaving, pottery, painting, carpentry, welding, enamelling and jewellery-making. Secondly, a pool of equipment, books and periodicals related to the program has been set up and is shared by schools in the area. Schools using these shared resources may either obtain instructors from their local community or from the Council of Adult Education.

AUDIO-VISUAL EQUIPMENT FOR SCHOOL BUS $7,500

This is a pilot project, aimed at reducing the problem of tiring and tedious bus journeys faced daily by many country students. Audio-visual equipment has been installed on the Gelantipy/Buchan/Bairnsdale bus, and students are shown a range of educational and recreational programs. The impact of this project on students will then be assessed.

CAMPING PROGRAM $26,000

Funding is provided to ensure that all students in the area can participate in an outdoor camping program for which the equipment was provided through an innovations grant. A variety of camping activities are offered, some based at schools and some involving excursions outside the area. These foster the development of self-reliance and co-operation, of outdoor survival and leisure skills, and of positive attitudes towards the natural environment.

EXCURSIONS - SMALL, ISOLATED SCHOOLS $4,000

The aim of these excursions is to reduce the multiplicity of problems related to isolation. Children, accompanied by their teachers and parents, have visited centres well outside the Area, including Melbourne and Canberra, to participate in cultural activities and a variety of educational experiences not available in their rural communities.

MOBILITY PROGRAM $10,000

This program aims at overcoming transport difficulties which have intensified the isolation of school communities in this area and reduced educational opportunities. The regional committee administers funds from which bus trips can be subsidised. Preference is given to proposed excursions which not only break down isolation but which involve sharing and co-operation between schools and communities and which are likely to improve participants' capacity for learning. The program also allows outside experts to visit the area.

RURAL FIELD DAY PROGRAM $10,000

Groups of students and their teachers from small isolated schools are brought together up to three times each term for field days. Parents are also being involved where possible. The program aims at extending opportunities for students to develop social and intellectual awareness and confidence by taking part in learning activities which are often not feasible in very isolated schools. Co-operation between States is one feature of the program with one group of children being flown to Delegate in New South Wales for regular field days. Program activities are videotaped for viewing in the local communities.

TRAIN TOUR $6,500

Funds were provided so that needy students could participate in a train tour organised for Year 6 primary students by the Education Department.

KING VALLEY - OVENS VALLEY AREA

COMMUNITY DRAMA GROUP $5,000

A drama company has been formed by the local community to serve the whole Area, with the assistance of the Drama Resource Centre in Melbourne. Members of the group have been working to collect material based on the tales and history of the local region as a basis for their first production. Through active community involvement in a cultural venture such as this, it is hoped not only to extend opportunities for people in the area to meet and share enjoyable entertainment but to create a more stimulating environment which is supportive to schools in the area.

EXCURSIONS $5,000

Funding has been provided to allow small isolated schools to have an end-of-year excursion. This program has provided opportunities for children and adults to make educational excursions to a capital city, cultural visits to ballet and theatre, and sporting trips to neighbouring towns.

MIGRANT GROUPS : A SURVEY OF EDUCATIONAL NEEDS $17,500

Following indications that children of migrants were experiencing difficulties in schooling, an extensive survey of the perceptions and needs of migrant communities has been undertaken in the Ovens and King Valleys. Research is being conducted by the Centre for Urban Research and Action and a permanent research officer resides in the area. On completion of the survey, the regional committee will develop programs specifically designed to meet the educational needs of the various ethnic groups. The project also aims at promoting closer relationships between the Australian and migrant communities in the area.

RECREATION HUT $11,000

A simple hut has been constructed at the 15 Mile School Camp in the Warby Ranges to provide a sheltered area for activities, during the winter months in particular, for the hundreds of primary school students from the Wangaratta district who use the camp each year. This hut will enable the camp to be used to capacity throughout the year and will extend the range of activities which can be offered.

SWIMMING POOLS FOR LEARNERS $50,000

Learner pools are being built in Bright, Whitfield, Moyhu, Glenrowan, Markwood and Myrtleford. This project follows the discovery that isolation from suitable swimming facilities and programs has deprived many children in the area of this valuable skill. More than 65 per cent of children in the small schools in the area were found to be unable to swim well enough to be considered safe in water or to be able to enjoy the recreational advantages of their own beautiful area, which is heavily watered. Learning to swim will give many children a sense of confidence and physical well-being which will contribute to their capacity to benefit from schooling. An added benefit from this program is the construction of change sheds at the pools which can be used in sporting programs other than swimming.

TENNIS $4,500

Tennis coaching is provided through vacation clinics at Bright, Whorouly, Moyhu and Whitfield. Clinics are free, to allow as many young people as possible to participate. Through learning to play tennis children acquire a recreational skill which can bring lifelong enjoyment. But especially important in these areas is the opportunity this sport provides to meet others, so that students develop physical and social confidence which directly affects their capacity to benefit from schooling.

TRANSPORT - MOBILITY PROGRAM $15,000

This program attempts to reduce the physical isolation of many communities, which deprives their members of a range of social skills, of social confidence and of broad experiences which contribute to success in schooling. A special transport fund is administered by the regional committee from which bus trips can be subsidised. Preference is given to proposed trips which not only break down isolation, but which involve sharing and co-operation between schools and communities and which are likely to have positive long-term effects in improving attitudes to learning. Schools in the area have visited ballet and orchestral performances, places of geographical interest such as Buchan Caves and centres where specialist instruction in sport could be shared. Community visits have included trips to a range of cultural institutions in Melbourne such as the zoo, museum and theatre.

MALLEE TRACK AREA

COMMUNITY LITERACY PROGRAMS $300

A specialist in adult literacy has set up a program in the Area. As well as extending to older members of the community a recognition of their right to literacy, this program also recognises the way in which schools are affected by the community in which they are situated. It is expected that by raising levels of adult literacy the community will develop attitudes of confidence towards learning which will affect the motivation and achievement of students in schools.

AUDIO-VISUAL PROGRAM $52,000

Modern communication techniques are being used to expand educational opportunities for school communities in this area. Colleges of advanced education are co-operating in training school and community groups in the use of basic audio-visual equipment which has been purchased. This program enables

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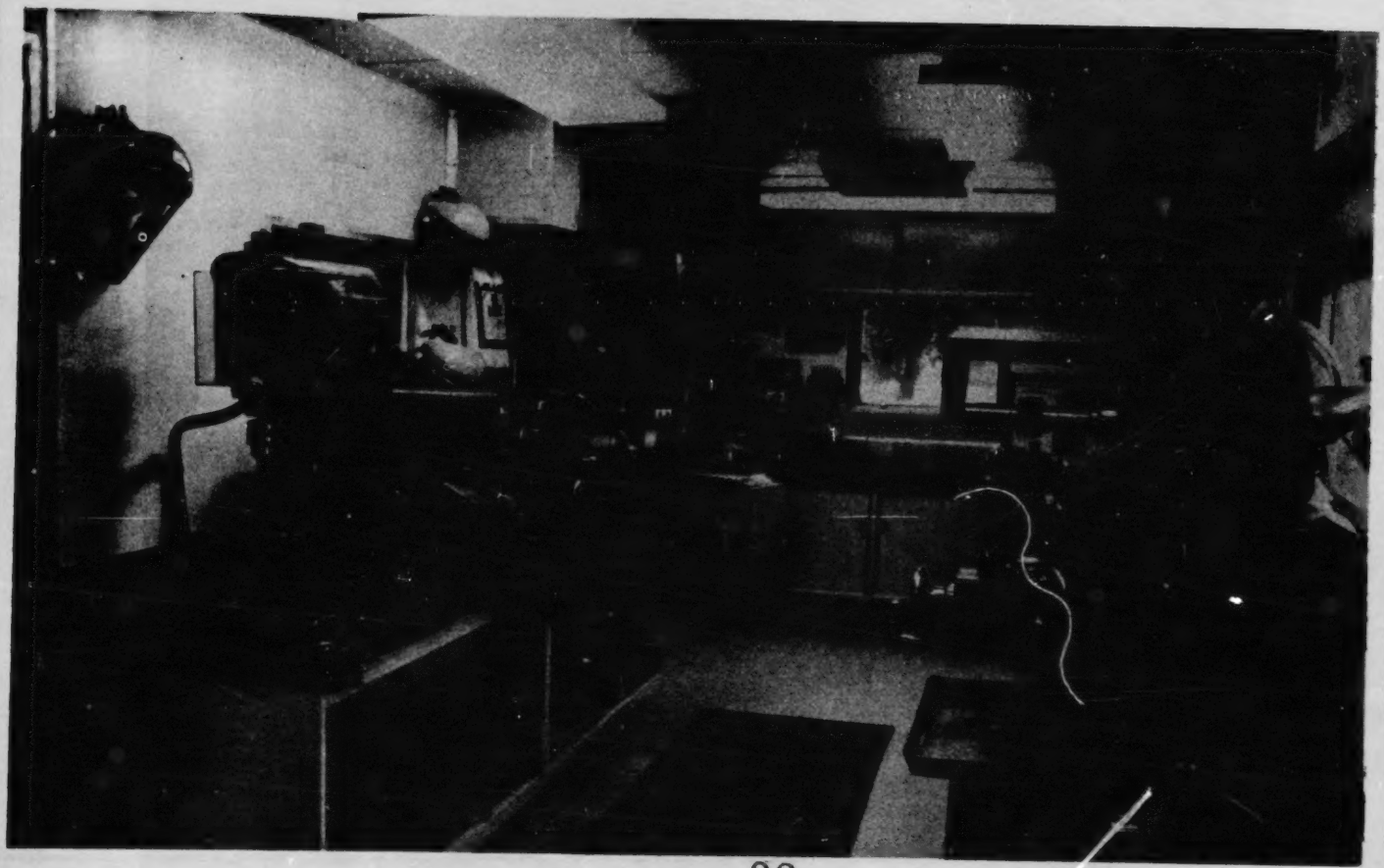

MOBILE MANUAL ARTS WORKSHOPS, QUEENSLAND

those being educated in rural areas to share more easily in the store of knowledge and information and in the range of cultural, social and recreational activities which have often been beyond their reach in the past.

COMMUNITY AWARENESS PROGRAM $16,500

This program recognises the role of the whole community in educating its members, a task which cannot be accomplished by schools alone. The aim has been to engage the area community in the Country Education Project through active participation in a variety of new learning experiences. Opportunities are provided for developing new sporting, cultural and recreational skills. Through opening up more opportunities for technical and further education and for remedial education, the Area community is fostering a co-operative and vigorous attitude to learning which will extend and support the work of schools.

DRAMA DEVELOPMENT PROGRAM $11,000

Drama workshops are operating and people of all ages in the area from pre-school children to the elderly participate. The aim is to enrich the cultural life of the community, but also to provide an opportunity for co-operative community education through drama. This program gives participants a chance to identify and develop a range of talents and skills, to gain confidence and to explore many important aspects of living. The program is viewed as the forerunner of a community theatre.

GYMNASIUM EQUIPMENT $3,000

Basic gymnasium equipment has been provided for schools and community groups in the Ouyen area. The aim is to improve the physical well-being of those growing up in isolated areas which lack the facilities available in larger centres.

HUMAN RELATIONS PROGRAM $2,000

The program recognises that one of the most important aspects of education is learning to live in satisfying relationships with each other and that home and school must work closely together to provide the environment for learning. School students and their parents are taking part in sex education programs, a Parent Effectiveness Training Program has been set up, and discussion groups are held at which parents and their children have opportunities to learn together.

PARENTS' SUPPORT SCHEME $200

Subsidies have been provided to allow parents of students with severe learning handicaps to visit specialists in Bendigo. The involvement of parents is recognised as a most important factor in the education of many handicapped students.

TRANSPORT PROGRAM $7,500 (excursions)
$44,500 (buses)

The aim of this program has been to reduce the problems of isolation by making transport more easily available to school communities. Pending the decision to purchase buses, an extensive excursion program was launched. Three buses have now been purchased to cater for most school communities in the Area. They provide access to a broad range of educational, social, vocational and recreational programs and activities. In addition, buses are used to transport outside specialists into the Area.

CAREERS AND DRAMA PROGRAM $8,500

The audio-visual centre at Shepparton Technical School is providing instruction in film production techniques. Equipment is being used to record many activities of the Country Education Project for viewing throughout local communities. The equipment is also used for developmental drama and to expand career education throughout the area. Basic information is supplied on jobs available for secondary school students and for young jobless people in the area. Interview techniques are demonstrated, along with procedures for completing job application forms.

COMMUNITY EDUCATION CENTRE $14,000

Equipment for use in art, craft, sporting and recreational activities has been provided for the centre which is at present located in the Tongala Consolidated School. The equipment is used by the school and by community groups.

COMMUNITY EDUCATION PROGRAM - NATHALIA $10,000

A broad education program was funded in the Nathalia area, involving schools and community groups such as the local Historical Society, sporting clubs and welfare agencies. Courses were provided in spinning and weaving, first aid and water safety. Coaching clinics were conducted in tennis and athletics. Traditional crafts, such as blacksmithing were revived in the district.

COMMUNITY EDUCATION PROGRAM - TATURA-KYABRAM $18,000

Funds were provided for a range of audio-visual, art/craft, sporting and camping equipment which is able to be moved around the district in a trailer towed by the mobile library van. The equipment is used by schools and by cultural, recreational and youth groups in the community.

ENRICHMENT PROGRAM $6,500

This program is based at the Community Education Centre at Tongala Catholic School. It represents a broad approach to education - contributing to the work of schools by enriching the learning environment in the community. Parent Effectiveness Training is available, as well as art/craft courses in spinning, weaving and pottery. A basic program of literacy and numeracy courses is operating for adults whose own schooling has been limited, in addition to a program for adults and children to improve listening and comprehension. This program recognises the need for improved community levels of literacy in a contemporary society.

EXCURSIONS $3,000

Excursions are arranged to bring small, isolated school communities together, to reduce some of the strains imposed by isolation and to provide opportunities for students to further their social and intellectual development through contacts with others.

INTELLECTUALLY HANDICAPPED CHILDREN'S PROGRAM $3,500

A specialist remedial teacher from the Echuca Education Centre manages this program which supplies equipment to all schools in the Echuca district. Special programs and lessons are arranged in schools, and parents are encouraged to participate and to borrow equipment for use at home.

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INSTRUMENTAL MUSIC PROGRAM, VICTORIA

MATHS MINI-COMPUTER PROGRAM $2,000

Five high schools in the Area share in the use of this mini-computer, allowing them to offer a more intensive and integrated program than was previously possible when computer exercises had to be referred to Bendigo.

MUSIC PROGRAM $20,000

Eight local musicians employed on a part-time basis provide instrumental and music appreciation programs in all schools in the North Central Area. Work is proceeding on a proposal to expand the program.

NUMERACY/LITERACY PROGRAM $5,000

This is a program designed by educators at Monash University in consultation with the local community to give adults, students and unemployed youth in the area opportunities for improving their own standards of basic literacy and numeracy.

PHYSICAL EDUCATION PROGRAM $1,500

Basic physical education equipment was provided to a small, isolated school at Girgarre.

SPORTS PROGRAM $1,500

Equipment has been purchased for a program of athletics coaching in the area. A coach has been provided by the firm which supplied the equipment. The program gives students in this country area the chance to share in the opportunities available in larger centres.

SWIMMING $500

A pilot learn-to-swim program was conducted for parents who felt shy and unwilling to attend public clinics. Through this program they grew more willing to participate with and to encourage their children in learning to swim.

WORK EXPERIENCE PROGRAM $8,500

A program based at the IBIS milk factory in the North Central Areas provides students with experience in milk and cheese production, factory maintenance, engineering mechanics and office procedure. The factory makes the required contribution of $3.00 per day for each student. Provision is also made for visits by primary school students and a film has been produced for viewing throughout the area. The program is now being extended to involve more students throughout a wider area and attempts are being made to set up a comprehensive work experience program based on this pilot scheme.

WESTERN WIMMERA AREA

CAMPING PROGRAM $28,000

A range of equipment has been purchased to cater for students from Year 1 in the primary school to Year 12 in the secondary school. The project aims to provide students with a range of opportunities for social and physical development and for recreational experiences which strengthen their capacity to benefit from schooling. Senior students participate in field environmental studies. Parents also join in activities.

DRAMA - PORTABLE THEATRE LIGHTING EQUIPMENT $2,000

The provision of portable lighting equipment has enabled more than twenty local drama groups to link with one another and with schools in an area-wide drama development program. Participation in drama is one way of identifying and developing individual and community talents while providing a valuable cultural service which reinforces the efforts being made by schools.

GYMNASTICS EQUIPMENT $5,000

This is a program to extend opportunities for physical education in the Harrow district where basic equipment has been purchased and is shared by local football teams and play groups.

INSTRUMENTAL MUSIC PROGRAM $10,000

Three part-time teachers have been engaged to provide an instrumental music program for students in small, isolated primary schools.

SPECIAL EDUCATION UNIT $33,500

A caravan has been equipped as a mobile resource unit staffed by remedial teachers. In this way, teachers and students in the area have access to resource materials which may be purchased or borrowed. Specialist assistance is provided in the preparing and evaluating of remedial programs in schools. Community groups have been involved in the development of basic literacy and numeracy programs. In addition, the mobile unit provides regular withdrawal classes for students requiring special assistance.

TECHNICAL AND LIFELONG EDUCATION $40,000

Local tradespersons and instructors, using equipment supplied from Glenormiston Agricultural College, are engaged in this project to bring technical education to people of all ages. A mobile van is equipped to provide instruction in metalwork and woodwork. Both vocational and leisure courses are offered.

PLANNING COMMITTEE PROJECTS

EXCURSION PROGRAM $4,000

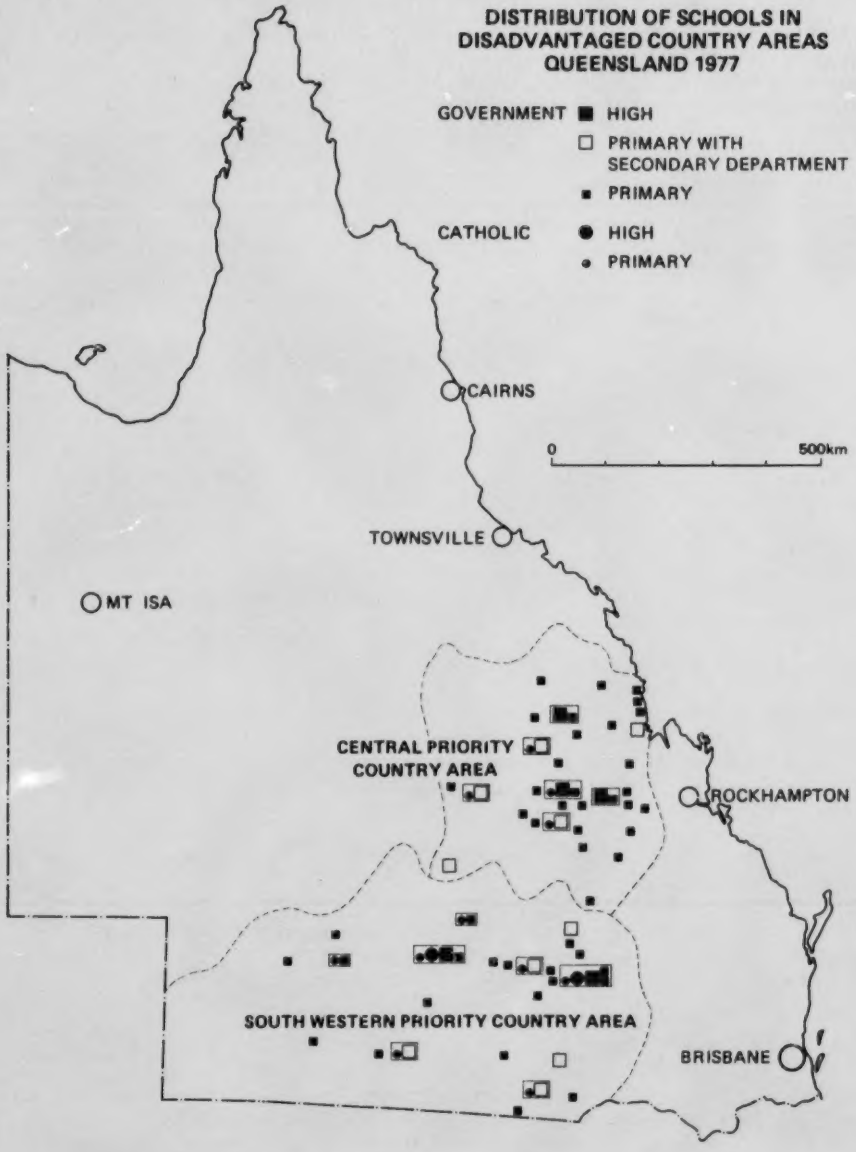
All areas were invited to send a group to an unused orphanage in Bendigo to assess its suitability as a short-stay accommodation centre for excursions and as a suitable stop-over point for excursions to Melbourne.

EVALUATION PROGRAM $15,000

From the outset the Planning Committee of the Victorian Country Education Project has been determined to have a continuous evaluation of all aspects of the Project, namely organisation, administration and the funded programs. This program was aimed at evaluating the initial stage of the Project, including

- the structure and function of the Planning Committee and its executive component
- the structure and function of Area Committees
- the implementation of the Project in the five declared Areas.

This was considered necessary because the Victorian Project was seen as an innovative experiment looking for future strategies in rural education and as such it is important to get an objective evaluation by professional evaluators.


DISTRIBUTION OF SCHOOLS IN
DISADVANTAGED COUNTRY AREAS
QUEENSLAND 1977
GOVERNMENT
HIGH
PRIMARY WITH
SECONDARY DEPARTMENT
PRIMARY
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CENTRAL PRIORITY
COUNTRY AREA
ROCKHAMPTON
SOUTH WESTERN PRIORITY COUNTRY AREA
BRISBANE

PROJECT DESCRIPTIONS

QUEENSLAND

The aim of The Priority Country Areas Program in Queensland is to extend to students in these Areas the educational opportunities which are available in larger centres. This is being achieved through the development and expansion of curriculum and curriculum services; through increased community involvement; through the upgrading of services where necessary; and through the use of transport and technology to combat isolation.

SOUTH WESTERN PRIORITY COUNTRY AREA AND CENTRAL PRIORITY COUNTRY AREA

BROADENING HORIZONS: CULTURAL VISITS, SCHOOL EXCURSIONS AND VACATION SCHOOLS $29,000

Funds are provided for cultural visits both into and out of the areas. Vacation schools have been organised in larger centres for isolated students to provide broader cultural and social awareness. Some funds have been provided for schools to undertake joint excursions. The cultural isolation felt by many students and their teachers is being broken down and teachers are being encouraged to build a range of cultural experiences into their own ongoing programs.

BUSES $35,500

Four buses have been purchased so that schools and their local communities can expand opportunities for students' cultural, recreational, physical and social education. Local groups are responsible for the bus activities and meet running expenses themselves.

LIBRARY UPGRADING $[illegible]00

The collections held by school libraries in isolated areas are being expanded to give students access to an extensive and varied collection of library books.

MAINTENANCE SERVICE FOR AUDIO-VISUAL EQUIPMENT $16,000

Technical maintenance officers with a range of modern equipment travel to outlying schools providing them with an efficient maintenance and repair service for their audio-visual equipment.

VIDEO SCHEME FOR COUNTRY AREAS $280,000

By supplying schools beyond normal transmission with video receivers, regular Australian Broadcasting Commission educational programs are able to be provided. In addition, programs are being specifically produced around local content of immediate interest and relevance to country children at a range of age levels. They present material which is suitable for use by teachers in their own classroom programs. *ROCTAPUS* (Really Outstanding Colour Television About Practically Unlimited Subjects) is a fortnightly magazine television program provided to more than eighty schools and over ten thousand students in the ten to sixteen years age group in the South West and Central Priority Country Areas. Entertaining and informative, *ROCTAPUS* helps to widen the horizons of isolated children by putting them in touch with the wider world. *ROCTAPUS* also makes use of local content and involves the audience as directly as possible in influencing the content of the programs.

VOCATIONAL GUIDANCE MATERIALS $13,000

A range of up-to-date information and resources is provided for secondary and correspondence school students and their teachers to broaden career options.

SOUTH WESTERN PRIORITY COUNTRY AREA

ISOLATED CHILDREN'S SPECIAL EDUCATION UNIT $36,500

Funds for additional staff and resources have been provided to expand the services of the Unit set up by the State's Division of Special Education. A speech therapist now working within the Unit visits students in the region. An information system has been set up, allowing teachers to locate quickly materials which are suitable for the specific needs of individual students. Tutor-training kits have also been produced for use by parents of correspondence school children. These offer to the parents methods of presenting the work to their children.

ITINERANT TEACHERS SERVICE $63,000

Itinerant teachers have been provided with motor vehicles to facilitate visits to properties and small schools where children are taking correspondence lessons. A broader range of resource materials is being provided for their home supervisors and teachers. In addition, itinerant teachers arrange for a regular Activity Day in each locality so that correspondence school students can meet.

LEARNING A MUSICAL INSTRUMENT $27,000

The unusual combination of talents of a musician, who is both a pilot and a teacher of a range of musical instruments, is being used to bring the chance to learn to play an instrument to a number of children in isolated areas. He flies in weekly to a number of centres in the Area.

MOBILE FIELD STUDY CENTRE $68,500

A field study team, with a four-wheel drive vehicle, a station sedan and trailer, and a range of camping and scientific equipment provides day and overnight programs for primary and secondary students. Students learn the skills and methods of a range of disciplines through studying their own local environment, and have the opportunity to develop positive values and attitudes towards the environment. They are also able to enjoy stimulating recreational and social experiences through this project.

MOBILE MANUAL ARTS WORKSHOPS $158,000

Two modern workshops, one set up for woodwork and one for metalwork, are transported to country areas. Specially prepared student resource material is forwarded to schools in advance so that students have some preparation before the arrival of the workshops and so that experience gained in the workshops is consolidated afterwards.

REMEDIAL TEACHING AND RESOURCES SERVICE $60,500

Two remedial specialists visit schools and properties in an extensively-equipped van. They assist in the detection and treatment of learning problems in liaison with the Isolated Children's Special Education Unit.

SPECIALIST SUPPORT SERVICE

$3,000

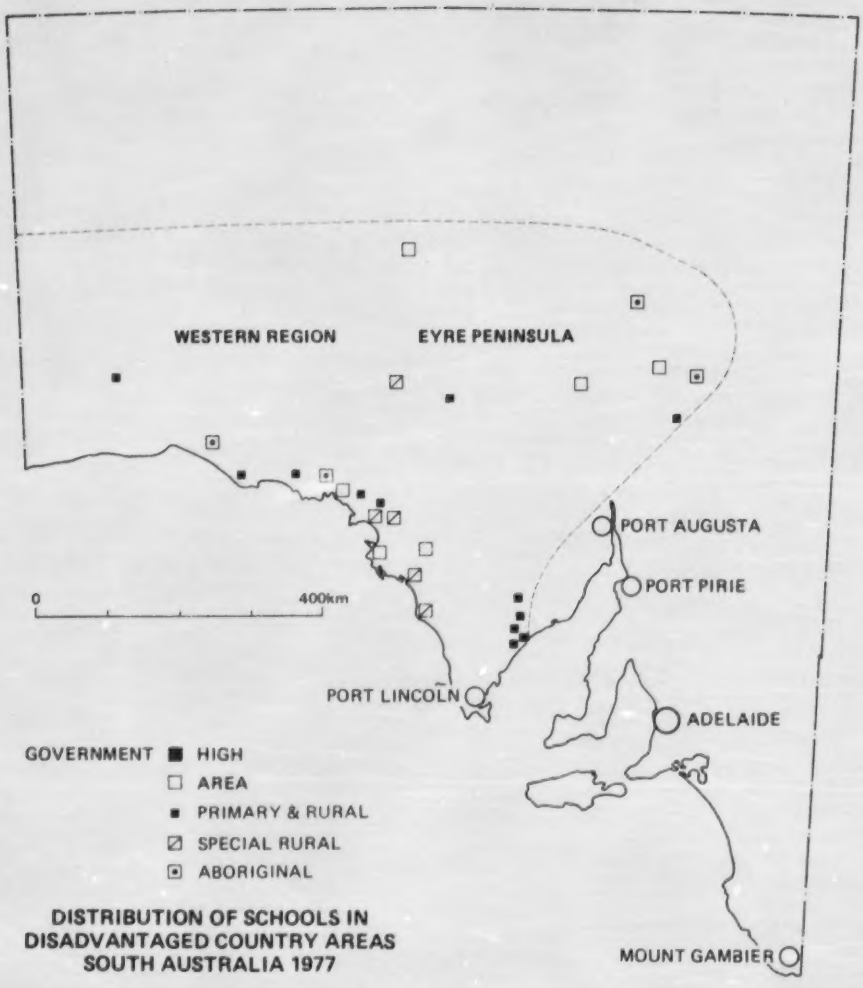
In this project, schools and their communities are provided with the assistance of two specialists - one in community welfare, the other in recreation. Their aim is to provide a range of recreational activities and to seek ways of promoting the welfare of children in the area with a view to improving the climate for learning.

CENTRAL PRIORITY COUNTRY AREA

MOBILE CLASSROOM

$64,500

This is a pilot scheme to provide a bridge between the primary correspondence school and the regular classroom. The mobile classroom visits a number of localities for at least one period each term. Where necessary, pupils board privately to attend each day. The mobile classroom reinforces the activities of the correspondence school and makes the detection and treatment of any learning difficulties easier.



DISTRIBUTION OF SCHOOLS IN DISADVANTAGED COUNTRY AREAS SOUTH AUSTRALIA 1977

PROJECT DESCRIPTIONS

SOUTH AUSTRALIA

South Australia's Priority Country Education Program focuses on the problems of schooling in remote and isolated areas. Emphasis is placed on the sharing of personnel and resources where this is possible and on the involvement of whole communities. Funds have been spent on the upgrading of some existing services where appropriate and on supporting organisations such as the Correspondence School, the School of the Air and the Arts Council which are already serving in remote areas.

WESTERN REGION/EYRE PENINSULA AREA

AUDIO-VISUAL EDUCATION: E.T.G. STABILIZERS $6,000

Fifteen schools in remote areas outside the range of television broadcasting have each been provided with a power stabilizer. This device enables schools to use the video recorders and television sets supplied by the Education Department of South Australia which function satisfactorily only with a stable supply of power.

BRIDGING COURSE - THEBARTON HIGH SCHOOL $10,000

A bridging course has been introduced in a metropolitan high school to enable students who have completed Years 11 and 12 in very small, isolated country schools to have a concentrated course of study prior to embarking on a full, tertiary academic course. It is planned to provide full-time instruction for one term or semester. The future provision of accommodation is being examined.

COMMUNITY CENTRE $61,000

A community centre has been funded and established at Cook, a small, isolated railway township in the heart of the Nullabor Plain. The centre houses a school-community library and facilities for indoor recreational activities, including drama productions and film screenings. An improvement in community morale and in attitudes to learning has already been observed.

COMMUNITY EDUCATION $50,000

A comprehensive program is underway to expand the educational, cultural, recreational and social opportunities available in the isolated mining town of Andamooka, which has a multi-cultural population.

(a) *Community Centre:* Funds have been provided for completing and equipping a hall being built by the community as a social, recreational and cultural centre.

(b) *Adventure Playground:* Materials have been provided for an adventure playground to be built and maintained by the school council. This project provides necessary recreational facilities for the children in the town.

COMMUNITY EDUCATION (Cont'd)

(c) *Bus:* A bus has been provided to reduce the many problems associated with isolation by enabling more frequent excursions and outdoor camping activities.

(d) *Ethnic Library:* A range of newspapers, periodicals, magazines, records, videotapes and films in the various languages spoken in the Andamooka community is being provided to preserve and strengthen the cultural identity of residents.

The aim of this program is to improve the environment for learning in the community.

COMMUNITY ENRICHMENT $31,000

Students in Coober Pedy have very limited access to the range of experiences which often accompany success in schooling. The aim of this project is to extend and vary the experiences of students and their families. Funds were provided for students and some parents to travel to Port Augusta, the nearest large town. Facilities have been provided to upgrade television reception in the area. In addition, funds have been provided for a community liaison teacher to concentrate on programs for the high proportion of pre-school and junior primary children in the area, many of whom are Aboriginal or are children of migrants.

DRAMA PROGRAM $14,000

Funds have been provided so that a travelling drama group associated with the Arts Council of South Australia can work in schools in remote areas, providing students with active experience in theatre and drama. The abilities and talents of students are identified and extended through this program and, in addition, the cultural life of isolated communities is enlivened.

MOBILE ADVISORY AND SUPPORT SERVICES PROGRAM $25,000

The funding of a four-wheel drive vehicle together with resource materials to be shared among Leigh Creek, Marree, Nepabunna, and Parachilna has enabled the smaller schools to have access to teaching aids which are not normally found in small schools. The vehicle also makes it possible for staff development to occur through teacher interchange and support, with Leigh Creek acting as a hub school. In this way the varied expertise of staff members in all the schools can be shared. The four-wheel drive vehicle also enables student exchange and excursion programs aimed at broadening general social experience.

MOBILE RESOURCE VAN AND TEACHER $90,000

This program is an attempt to reduce the disadvantages faced by a number of small and isolated schools. Not only are students handicapped by their lack of access to the broad range of social and cultural experiences enjoyed by their counterparts in larger centres, but teachers are often handicapped too by a lack of experience, and by poor communications and a lack of facilities. The mobile resource van is well stocked with a range of modern equipment, materials and educational aids and the teacher employed in the program is able to offer advice in their use.

MUSIC TEACHER $1,850

A part-time teacher has been engaged for students at Coorabie Primary School which is situated in a remote farming and grazing district with few cultural and recreational outlets. Travelling expenses for the teacher from Ceduna to Coorabie are provided.

OUTDOOR EDUCATION FACILITIES $14,000

A mobile kitchen has been set up and camping equipment provided to enable Port Kenny Primary and Elliston Special Rural schools to develop an outdoor education program in which other schools in the region will participate.

PHONE LINK $5,000

An additional telephone has been installed at the Correspondence School and students from the declared Area are encouraged to make reverse-charge calls to teachers at the school when necessary, to seek assistance with their work or to gain immediate feedback and advice.

SCHOOL OF THE AIR - TEACHER RESOURCES $1,500

The South Australian School of the Air serves outback children whose only contact with a professionally qualified teacher is by a radio link. This service is vital in assisting parents and tutors in educating their children. Funds have been provided to allow students access to supplementary materials in the areas of reading, phonics, mathematics and written language. These materials are, necessarily, of a practical, structured and self-corrective nature.

SHARED SPORTING EQUIPMENT $5,500

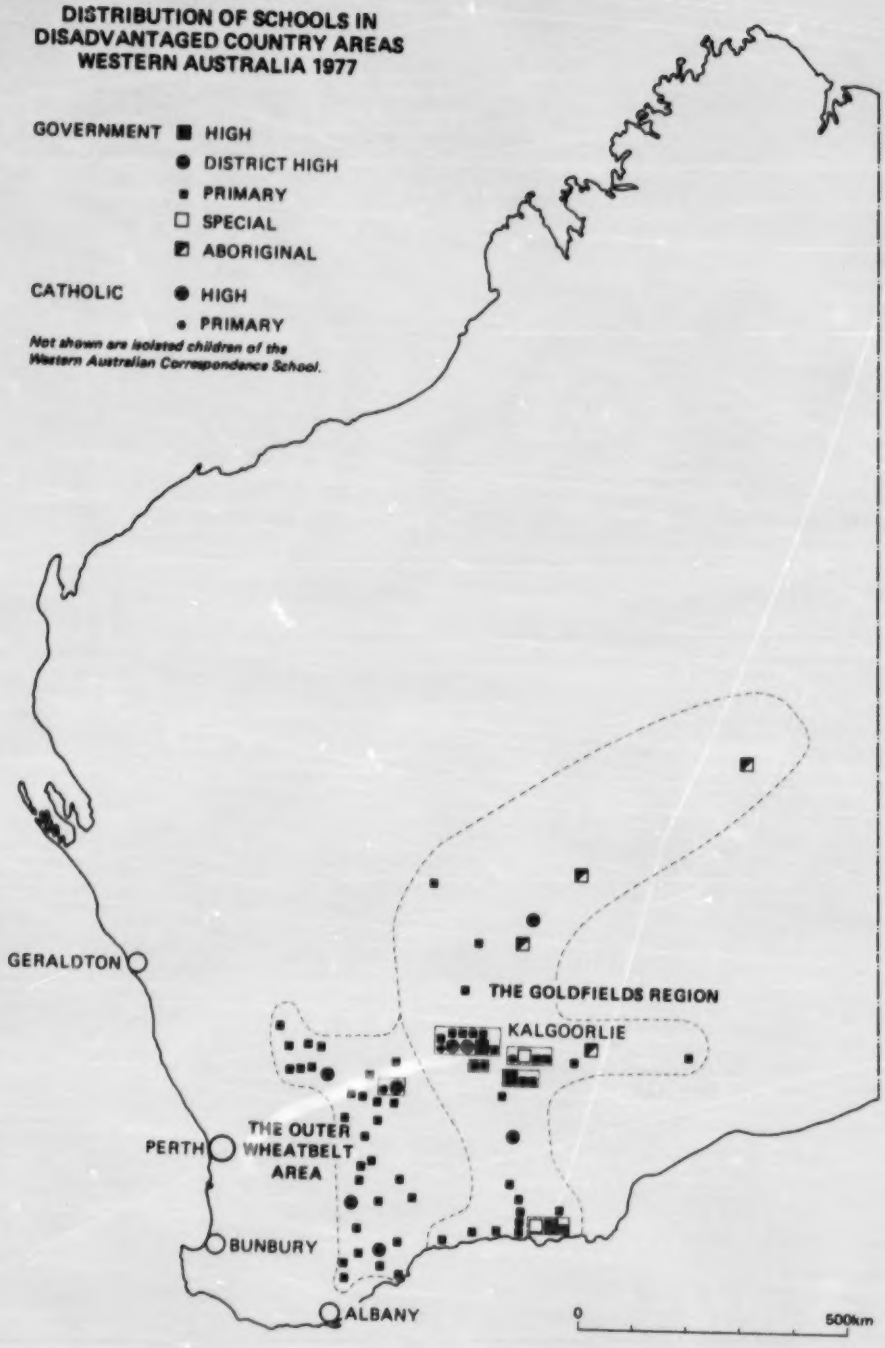
A trailer and sports equipment is shared among five country schools (Wharminda, Port Neill, Darke Peak and Ungarra Primary schools and Mount Hill Rural school). In this way, students are being given an opportunity to extend and upgrade their physical skills. In addition, provision of the new sporting equipment has also stimulated sporting activities among the participating schools.

TELEVISION AND RADIO RECEPTION $300

A special long-range antenna and related equipment has been provided to overcome radio and television reception problems at Koonibba, an Aboriginal school in a remote location. Students are now able to participate in the educational, social and recreational programs available through these media.

TELEVISION AND VIDEO UNITS $6,000

The East-West line schools, Tarcoola, Kingoonya and Cook, have purchased colour television sets and monitors which have enabled the schools and communities to view the educational programs which form such an integral part of the curriculum in urban schools.


DISTRIBUTION OF SCHOOLS IN DISADVANTAGED COUNTRY AREAS WESTERN AUSTRALIA 1977
GOVERNMENT
HIGH
DISTRICT HIGH
PRIMARY
SPECIAL
ABORIGINAL
CATHOLIC
HIGH
PRIMARY
Not shown are isolated children of the Western Australian Correspondence School.
GERALDTON
THE GOLDFIELDS REGION
KALGOORLIE
PERTH
THE OUTER WHEATBELT AREA
BUNBURY
ALBANY
0
500km

PROJECT DESCRIPTIONS

WESTERN AUSTRALIA

In this vast and sparsely populated State the main emphasis has been on seeking to improve the educational experience of students in remote and isolated areas by extending and enriching the curriculum with a variety of stimulating resource materials. Opportunities have been created for students to travel out of their own localities to broaden their experience and understanding. In less sparsely populated areas, where community education programs have been possible, resource centres have been set up and communal programs established to create a more stimulating environment for students.

GOLDFIELDS AREA

CAMPING EQUIPMENT AND TRAILERS $5,500

Two trailers, each fully equipped with camping, mapping and survey equipment to cater for twenty people, are to be provided for use by schools and by community organisations such as church youth groups and special interest groups undertaking various studies.

CAMPING EQUIPMENT $2,000

Equipment was purchased for use by students of the isolated Ravensthorpe, Munglinup, Jerdacuttup, Lake King and Varley schools. This will enable camping programs to be conducted, particularly on the coastal regions of the Hopetoun-Fitzgerald reserve.

COMMUNITY INVOLVEMENT PROGRAM $32,000

Funds were provided so that the Area Committee could finance activities proposed by local communities for the benefit of students and their families. The aim of involving communities in these developments was to improve the environment in which schooling takes place and to expand students' capacity to benefit from their education.

COMMUNITY RESOURCE CENTRE $26,000

A resource centre has been established at Esperance with the assistance of the Shire Council. A collection of classroom resources has been set up and housed at the rear of the council offices. A library aide has been appointed to enable the Centre to service southern schools and community organisations working with young people. Funds to cover travel and accommodation costs were provided so that the library aide could visit Kalgoorlie to examine operating procedures of the Goldfields Education Resource Centre.

EDUCATION COMPLEX - GOLDFIELDS AREA

A major education complex has been established in the Goldfields Area. It includes a camp school, remedial clinic and resource centre. In addition, a mini-bus has been purchased for transport in the local area.

Camp School $47,500

A camp school has been established in the old Eastern Goldfields Senior High School. This project provides an essential residential facility which can be used by outlying schools, isolated correspondence students and community organisations which assist young people.

EDUCATION COMPLEX - GOLDFIELDS AREA (cont'd)

Goldfields Education Resource Centre $32,000

A collection of resources for classroom use has been established, with special emphasis on the areas of literacy and numeracy. Outlying schools are supplied with these resources on extended loan.

Mini-Bus $15,500 (bus)
$4,000 (carports)

A mini-bus has been purchased for the camp school to provide transport in the local area. In addition, carports have been constructed to house both the mini-bus and the resource van at the education complex.

Remedial Clinic $21,500

The clinic provides an advisory, diagnostic and remedial service in the areas of literacy and numeracy. As well as providing a direct diagnostic and remedial teaching service to students, the clinic will provide resources, training, support and advice for teachers and parents to assist them in their work with students. A trained teacher and teacher aide under the direction of the Regional Superintendent and District Guidance Office will provide these services to schools and to students in the Area, and also to students in residence at the camp school. Literacy programs are to be set up for adults, providing opportunities for them to develop improved self-esteem as well as to upgrade basic skills and study habits.

Distribution of Resources $12,000 (vehicle)
$2,000 (air charter)

A van was purchased to distribute educational resources from the Goldfields Education Resource Centre to schools and communities in outlying areas. In addition, charter flights were used to take resources to the more remote areas.

MATHEMATICS RESOURCES $5,500

Resources such as mathematical games, manipulative, visual and audio materials, suitable for students ranging from Kindergarten to Year 12, are being supplied and will provide a range and variety of resources to extend and enrich existing programs.

MOTOR MISSION RESOURCES - ESPERANCE $1,500

Funds have been provided so that the motor mission, an organisation of religious teaching sisters, could be better equipped in its work with young people in various country centres and in fostering community involvement in schooling.

MUSIC RESOURCES $5,000

A variety of musical instruments and resources has been supplied to encourage and enable young people to join existing music groups in the community. Formal instruction will be provided voluntarily by local musicians.

PARENT INVOLVEMENT SEMINARS $5,500

The Area Committee has conducted seminars for parents to allow them to develop a greater understanding of various aspects of schooling and to promote more active community involvement in the education of their children and in the processes of schooling.

READING AND SOCIAL STUDIES UNIT RESOURCES $12,000

Materials have been provided to supplement and extend reading and social studies programs in small isolated schools. These have been distributed among schools according to their individual requirements and needs and are able to be exchanged frequently to ensure variety.

READING RESOURCES $9,500

A variety of resources including relevant audio/visual materials has been provided for students ranging from Kindergarten to Year 12 level. Extension as well as remedial materials have been included, and the needs of young people with specific social and physical disabilities have been catered for. For instance, materials have been provided for partially sighted students.

SOCIAL AND SPIRITUAL DEVELOPMENT RESOURCES $6,500

A variety of materials including audio-visual aids has been acquired and placed in the Goldfields Educational Resource Centre to cater for the social and spiritual development of young people in the area. They were provided to increase the limited resources available locally in such areas as: interpersonal relationships; social problems; religious and moral awareness; aspects of health education; and parent education. The resources are available not only for use by schools, but by community groups and counselling services.

SOCIAL STUDIES RESOURCES $13,000

Packaged materials are being supplied for Years 3 to 10 inclusive to supplement the range of topic books provided free to schools by the State Education Department. In addition, schools will be provided with resources which will enable teachers to make up their own sets of materials based on subjects of local or current interest.

SPORT COACHING CLINICS $4,000

Funding has been provided to run coaching clinics for young people in a variety of sports, with tuition being given by local experts.

TRAVEL SUBSIDIES $47,500 (subsidy)
$4,500 (bus hire)

Funds have been distributed to forty-three schools in the Area to subsidise travel both within the local area and beyond, for longer excursions such as camping trips. Two buses were hired for the use of isolated schools because a bus was not available locally.

WORK EXPERIENCE PROGRAM $2,000

Secondary students from Norseman District High School participated in this program for several [illegible]s during third term, during which they were able to

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YOUTH AND COMMUNITY CENTRE, NEW SOUTH WALES

WORK EXPERIENCE PROGRAM (Cont'd)

experience a variety of employment situations in Kalgoorlie. Funds were provided mainly for travel and accommodation expenses. Students found the program valuable and practical experience was gained by project personnel for future ventures.

OUTER WHEATBELT AREA

CAMPING EQUIPMENT $7,500

Two sets of camping equipment have been provided, each catering for groups of up to thirty students, enabling them to undertake trips of educational and historical interest. Students will gain experience in bushcraft, cooking, nature study, orienteering and basic map reading.

COMMUNITY EDUCATION RESOURCE CENTRE - JERRAMUNGUP $13,000 (centre)
$28,000 (resources)

A transportable building will be erected at Jerramungup on shire council land set aside for community use. The building will house resources and equipment provided for the use of community groups and schools in the surrounding area. A range of resources for classroom use has been provided; a toy library has been set up; and equipment has been acquired for use in film-making, craft and music.

COMMUNITY EDUCATION RESOURCE CENTRE - LAKES DISTRICT $12,000 (centre)
$23,000 (resources)

A resource centre is being established at Lake Grace for use by both schools and community groups, including the Lake Grace Motor Mission. Resources will be housed at the rear of the shire library on land provided by the shire council. In addition to classroom resources, equipment is being provided for film-making, craft, camping and other activities for young people.

COMMUNITY EDUCATION RESOURCE CENTRE - MT. MARSHALL $28,000

A resource centre has been established at Bencubbin for use by both schools and community groups. The centre is housed in leased premises which have been renovated by the local Lions Club. Funds have been spent mainly on resources for use in the classroom. A clerical assistant was appointed to operate the centre and to provide a service to schools and community organisations.

COMMUNITY INVOLVEMENT PROGRAM $3,500

Funds were provided so that a variety of activities proposed by community organisations for the benefit of children and their families could be financed. A museum being established at Southern Cross as a joint venture by the local shire council, the Yilgarn Historical Society and the Working Party will enable the heritage of the area to be displayed. Coloured slides of historical and geographical interest are to be produced as well as cassette recordings of the recollections and reminiscences of district pioneers.

CULTURAL ENRICHMENT SUBSIDY $5,500

Funds were made available so that schools and community groups, in conjunction with the Working Party, could arrange performances by touring groups in smaller, isolated centres. Groups performing ballet and drama have been involved and students have had opportunities to participate in workshops with visiting performers.

RESOURCE TRAILER UNITS $3,000

To distribute resources in the Jerramungup area, units are being constructed which can be readily stocked with resources and loaded on standard trailers for towing behind teachers' or parents' cars. These units will be dust-proof and have been conveniently designed for use as free-standing units after delivery.

RESOURCES - YILGARN $12,000

The provision of audio-visual equipment, including films, cassettes, etc., was given priority in the Southern Cross area. The aim was to overcome some of the disadvantages of isolation, through stimulating and topical programs. Craft kits were provided for silk screening, candle making, enamelling, weaving and woodwork. A mobile toy library was also established, with boxes of toys available for exchange between school and community groups.

SPORT COACHING CLINICS $5,500

Local tennis, cricket and swimming clubs in conjunction with Working Parties arranged a number of courses. Professional coaches from Perth were hired to conduct clinics. Private coaching was also made available to the communities and, in particular, to local coaches working with young people. In addition, coaches from a local association took part in a two-day basketball clinic.

TRAVEL SUBSIDIES $17,500

Funds have been provided to schools in the Area, both for travelling within the local region and for longer excursions such as trips to camps in Perth.

WEEKEND WORKSHOP CAMPS $3,000

Four weekend camps were organised at Southern Cross during November. These were held in a hotel no longer operating commercially. These camps gave students who were especially interested or advanced in a number of areas the opportunity to work with other students and with specialist teachers. The areas chosen were social studies and science, mathematics, creative writing and reading, and music and drama.

THE AREA INVOLVING ISOLATED CHILDREN OF THE WESTERN AUSTRALIAN CORRESPONDENCE SCHOOL

ABROLHOS ISLANDS RESOURCES $1,000

To overcome a lack of learning materials, resources were provided for use by students living on the Abrolhos Islands during the rock lobster season and by the visiting teacher. When not in use the resources are stored at the Education Resources Centre in Geraldton.

AUDIO-VISUAL PROGRAM $21,000

Secondary correspondence students have benefited greatly from the provision of a wide range of audio-visual materials designed to stimulate and extend their educational and social experiences. Cassette player recorders and slide projectors were provided to each student on long-term loan. The Western Australian Correspondence School was provided with a cassette multiple copying machine for producing a variety of programs. Special packaging and labelling has been developed to ensure full protection of the materials during delivery.

CAMP SCHOOL $1,500

A camp school for primary children was conducted at Point Peron near Rockingham, by the Education Department of Western Australia with support funding from the Disadvantaged Country Areas Program. A variety of cultural, social, educational and recreational activities was arranged. Children viewed the popular film *Storm Boy;* enjoyed performances by the Graduate College of Dance and the Children's Activities Times Society; and made a ferry trip from Fremantle to Rottnest Island to study flora and fauna unique to this place. Students also had a trip around the Fremantle-Cockburn Sound area in the Western Australian Education Department's ocean-going vessel S.V. *Vivienne of Struan,* an exciting experience not otherwise available to them. A camp school for secondary correspondence students was planned for early in 1978.

FILMSTRIP PACKAGING $2,000

Program funds were made available for special protective packaging for filmstrips provided by the State Education Department. These filmstrips were provided for the setting up of a film library at each of the five Schools of the Air, and the protective packaging facilitated their safe delivery to isolated families.

HOSTEL SUBSIDY $1,000

The Isolated Children's Parents Association hostel at Kalgoorlie was subsidised for the provision of recreational equipment. This hostel provides boarding facilities for both primary and secondary isolated students.

ISOLATED STUDENTS MATRICULATION SCHEME $5,000

Support funding for equipment for matriculation students studying by correspondence was provided in the areas of science, art and technical drawing, in addition to reference materials. Students' travel was subsidised when they attended a Year 11 camp conducted to provide participants with practical experience in various subjects. The funding of teacher travel enabled teaching staff to visit these isolated students, not only providing students with valuable individual assistance, but increasing teachers' awareness of student problems and difficulties.

KITS FOR ISOLATED FAMILIES

A variety of educational kits have been provided on long-term loan to isolated families. These have been designed to stimulate interest, to make lesson

KITS FOR ISOLATED FAMILIES (cont'd)

content more meaningful and to provide practical experiences which were not previously available.

Art and Craft — $15,500 (primary) $6,000 (secondary)

Kits were compiled for students in Years 1 to 7, with particular emphasis on the first three years where there was a need to enrich existing programs. These kits contained equipment and materials which had not previously been supplied to isolated families and which therefore introduced an exciting new dimension in art/craft experiences. The secondary kits were designed to develop students' perception, understanding and creative awareness, and the materials and equipment provided the foundation of an exciting new program. Materials were included for print-making, batik and weaving. Structured lessons and examples of work accompanied each kit.

Mathematics — $11,000 (primary) $5,500 (secondary)

Mathematics kits, with particular emphasis on the provision of concrete materials at all levels, are being compiled and supplied to isolated families on extended loan. Materials relating to existing courses and programs are being selected by experienced teachers at the Western Australian Correspondence School.

Music — $13,000

Kits have been developed by the Music Branch of the Western Australian Education Department on a pilot basis, and distributed on loan to isolated students' families. Two kits have been designed, one for Years 1 to 5 and one for Years 6 and 7. They contain such instruments as percussion, recorders and guitars, and include books and cassettes to develop musical appreciation. More than one instrument is included in each kit in the hope of encouraging other members of the students' families to participate in the program.

Physical Education — $9,500

Physical education resources are being supplied on a pilot basis to children in isolated families. These kits were developed by the Physical Education Branch of the Western Australian Education Department and consist mainly of ropes, balls, bats and instruction materials suited for junior, middle and upper primary levels.

Science — $1,000 (primary) $500 (secondary)

Basic materials that are not generally available in the homes of isolated primary students are being compiled in kit form and will be trialled with students in Years 3 and 7. The items included relate to study topics in new courses. For instance, a bar and horseshoe magnet together with a pocket compass relate to the topic of magnetism. Providing a practical component in science courses for isolated secondary students has been a major problem. Funds from the Disadvantaged Country Areas Program have been used to acquire suitable protective packaging for delivering individual student science kits to isolated students.

RESOURCES AND REFERENCE MATERIALS $46,500

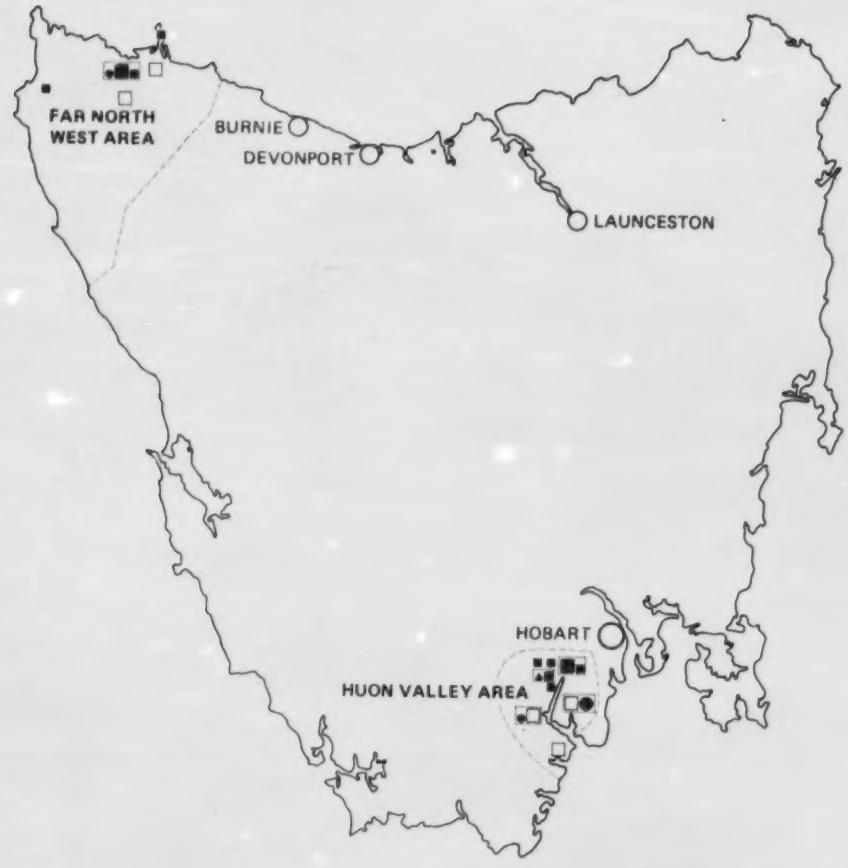
Resources and reference materials have been provided to expand the range of learning materials available particularly in the areas of literacy, numeracy, science and social studies. As well as remedial materials, care has been taken to provide those which students will find stimulating and enjoyable. The parents/supervisors of isolated students were involved in selecting appropriate resources. These are housed at the Western Australian Correspondence School and at the five Schools of the Air at Kalgoorlie, Meekatharra, Carnarvon, Port Hedland and Kimberley. Resources from the Goldfields Education Resource Centre have also been available to the Kalgoorlie School of the Air. Long-term loans are arranged for students, according to need or request.

SEMINARS FOR PARENTS/SUPERVISORS $15,500

Seminars were held for parents/supervisors of correspondence students at Carnarvon, Kalgoorlie, Meekatharra, Port Hedland and Perth to assist them with the supervision of lessons, to discuss the contents of various courses and to exchange ideas related to the operation of the home classroom. At these seminars some parents, supervisors and students met teachers for the very first time, and were able to get to know each other. Craft, drama and music activities were arranged for the children as well as excursions of educational interest.

TEACHER TRAVEL $220

Funds were provided to enable teachers of the Kalgoorlie School of the Air to visit a number of their students living in the isolated northern area of the Eastern Goldfields Region.



DISTRIBUTION OF SCHOOLS IN DISADVANTAGED COUNTRY AREAS TASMANIA 1977

TASMANIA

Tasmania's Country Education Program is extending the range of specialist services available to schools in the declared Areas. Emphasis is placed on the sharing of both personnel and resources among groups of schools; and on developing the capacity of whole communities to benefit from education and to support the work of schools.

HUON VALLEY AREA

AREA RESOURCE CENTRE $24,500

A part of the Bowmont Community Centre has been renovated to serve as a home base for the project, where members of the project team and program participants from the wider community can meet to plan, direct and evaluate activities. The centre is also used by schools and community groups and is being provided with materials so that teachers in the Area can use it as a resource centre.

HUON VALLEY RESEARCH STUDY $10,500

Funds were provided for the completion of a report on a research study of opportunities and educational priorities in the Area which had been financed in 1976 by the Schools Commission. The Report entitled *The Huon Valley Study*, produced by the Tasmanian Education Department, has appeared in 1978.

REMEDIAL EDUCATION $12,000

Area-based specialist consultants are supplying a diagnostic service and are assisting teachers in producing remedial programs in language and mathematics. They are also working with teachers to encourage parents to participate in language development programs. The role of the consultants has been extended by providing some part-time remedial teachers for schools.

SCHOOL AND AREA BASED PROJECTS $68,000

Schools in the Area have been encouraged to propose projects for funding, especially those involving sharing between schools. For example, a computer terminal has been provided for the only high school in the Area and is available to students from other schools. In one centre a bus has been provided and is shared between the government and the Catholic school as well as being available to other schools for excursions. The Huon Valley Education Committee, which comprises a balance of professional educators and community representatives, is responsible for the resource centre and for considering the development of the Area's program. This committee has received funds to arrange cultural activities for schools and the community.

SCHOOL-COMMUNITY RELATIONS $20,500

Program Officers have been appointed to work with groups of schools in the Area. Their long-term aims are to increase parents' awareness of their own role in their children's education and to encourage parents to form higher aspirations for their children. The officers are working to build closer links between home and school.

SHARED SPECIALIST TEACHING $29,500

Two music consultants are working to establish music education in the school curriculum especially at primary level. They are assisting classroom teachers to increase their own confidence in this area. Over two hundred students are now learning musical instruments. A speech therapist is working with individual students and in co-operation with specialists in remedial education, is taking part in a team approach to foster the language development of students.

FAR NORTH-WEST AREA

THE CIRCULAR HEAD STUDY $10,000

In conjunction with a co-ordinating committee of local educators and community members, two researchers have examined the characteristics of the Area and its educational needs. Priorities for funding have been developed.

ESTABLISHMENT OF A PROJECT TEAM $5,500

The first member of the project team, a social worker serving all schools in the Area, has been appointed.

APPENDIX I

DISADVANTAGED COUNTRY AREAS PROGRAM

FINANCIAL ALLOCATIONS TO STATES, 1977

(December 1977 prices)

New South Wales	$1,197,000
Victoria	680,500
Queensland	985,500
South Australia	322,500
Western Australia	686,000
Tasmania	234,500
TOTAL	$4,106,000

APPENDIX 2

DISADVANTAGED COUNTRY AREAS PROGRAM

AREAS, SCHOOLS AND ENROLMENTS; 1977

NEW SOUTH WALES

NORTH WEST AREA

Type	School	Students	Total
Government Schools			
High	Coonamble	451	
	Walgett	401	852
Central	Baradine	268	
	Collarenebri	217	
	Goodooga	198	
	Gulargambone	281	
	Wee Waa	669	1,633
Primary	Burren Junction	118	
	Carinda	41	
	Coonamble	532	
	Swabegar	67	
	Lightning Ridge	232	
	Pilliga	69	
	Quambone	80	
	Walgett	500	1,639
	Total Government		4,124
Catholic Schools			
Primary	St John's, Baradine	53	
	St Bernard's, Coonamble	177	
	St Joseph's, Gulargambone	49	
	St Joseph's, Walgett	104	
	St Joseph's, Wee Waa	198	581
	Total Catholic		581
	GRAND TOTAL		4,705

BOURKE AREA

Type	School	Students	Total
Government Schools			
High	Bourke	364	
	Cobar	429	
	Nyngan	296	1,089
Central	Brewarrina	447	
	Ivanhoe	173	
	Menindee	191	
	Wilcannia	210	1,021
Primary	Bourke	545	
	Byrock	7	
	Cobar	460	
	Coolabah	15	
	Enngonia	55	
	Girilambone	17	
	Hermidale	36	
	Marra Creek	18	
	Nymagee	16	
	Nyngan	364	
	Tibooburra	60	
	Wanaaring	31	
	Weilmoringle	31	
	White Cliffs	15	1,670
	Total Government		3,780
Catholic Schools			
Primary	St Ignatius', Bourke	196	
	St Patrick's, Brewarrina	75	
	St Joseph's, Cobar	171	
	St Joseph's, Nyngan	176	
	St Therese's, Wilcannia	81	699
	Total Catholic		699
	Government & Catholic Total		4,479
	Correspondence		271
	School of the Air Students		61
	GRAND TOTAL		4,811
	TOTAL NEW SOUTH WALES		9,516

VICTORIA

FAR EAST GIPPSLAND AREA

Type	School	Students	Total
Government Schools			
High	Orbost	434	434
Primary	Bemm River	9	
	Bendoc	14	
	Buchan	65	
	Buchan South	30	
	Cabbage Tree	18	
	Cann River	115	
	Club Terrace	27	
	Combienbar	13	
	Gelantipy	13	
	Genoa	13	
	Mallacoota	110	
	Marlo	41	
	Newmerella	34	
	Noorinbee	14	
	Orbost	281	
	Orbost North	148	
	Tubbut	24	969
	Total Government		1,403
Catholic Schools			
Primary	St Joseph's, Orbost	127	127
	Total Catholic		127
	GRAND TOTAL		1,530

KING-VALLEY - OVENS VALLEY AREA

Government Schools			
High	Myrtleford	372	372
Primary	Bobinwarrah East	14	
	Bright Higher Elementary	187	
	Byrne	26	
	Cheshunt	27	
	Cheshunt South	46	
	Edi Upper	40	
	Everton	40	
	Everton Upper	14	
	Glenrowan	49	
	Greta	8	
	Greta South	22	

KING VALLEY - OVENS VALLEY AREA (Cont'd)

Type	School	Students	Total
Primary (cont'd)	Greta West	12	
	Hansonville	20	
	Harrietville	13	
	King Valley	32	
	Markwood	82	
	Milawa	54	
	Moyhu	87	
	Mudgegonga	22	
	Myrrhee	45	
	Myrtleford Consolidated	388	
	Oxley	44	
	Porepunkah	70	
	Tarrawingee	27	
	Wandiligong	32	
	Whitfield	52	
	Whorouly	40	
	Whorouly East	22	
	Whorouly South	7	1,522
	Total Government		1,894
Catholic Schools			
Secondary	Marian College, Myrtleford	293	293
Primary	St Mary's, Myrtleford	482	482
	Total Catholic		775
	GRAND TOTAL		2,669

WESTERN WIMMERA AREA

Government Schools			
High	Balmoral	162	
	Casterton	513	
	Edenhope	267	942
Primary	Apsley	45	
	Bahgallah	12	
	Balmoral Consolidated	253	
	Casterton	280	
	Chetwynd	8	
	Coleraine	189	
	Coonewirricoo	16	
	Dergholm	12	
	Digby	10	
	Edenhope Consolidated	197	
	Harrow	20	
	Langkoop	10	
	Melville Forest	8	
	Merino Consolidated	125	
	Nareen	10	

WESTERN WIMMERA AREA (cont'd)

Type	School	Students	Total
Primary (cont'd)	Poolaijelo	11	
	Sandford	12	
	Strathdownie	23	
	Wando Vale	30	1,271
	Total Government		2,213
Catholic Schools			
Primary	Sacred Heart, Casterton	121	
	St Joseph's, Coleraine	78	
	St Malachy's, Edenhope	143	342
	Total Catholic		342
	GRAND TOTAL		2,555

MALLEE TRACK AREA

Government Schools			
High	Manangatang	116	
	Murrayville	106	
	Ouyen	306	
	Sea Lake	301	829
Primary	Boinka	12	
	Manangatang	117	
	Mittyack	7	
	Murrayville	114	
	Nandaly	21	
	Ouyen	218	
	Patchewollock	72	
	Sea Lake	167	
	Speed	20	
	Tempy	26	
	Ultima	87	
	Underbool	55	
	Walpeup	38	954
	Total Government		1,783
Catholic Schools			
Primary	St Patrick's, Manangatang	50	
	St Joseph's, Ouyen	110	
	St Mary's, Sea Lake	78	238
	Total Catholic		238
	GRAND TOTAL		2,021

NORTH-CENTRAL AREA

Type	School	Students	Total
Government Schools			
High	Kyabram	968	
	Nathalia	218	
	Rochester	423	
	Rushworth	254	1,863
Primary	Ballendalla	39	
	Barmah	16	
	Byrneside	17	
	Carag Carag	13	
	Corop	12	
	Gillieston	20	
	Girgarre	166	
	Girgarre East	48	
	Harston	27	
	Kotupna	22	
	Kyabram (Haslem Street)	389	
	Kyabram (Dawes Road)	367	
	Kyvalley	56	
	Lancaster	106	
	Merrigum	114	
	Mooroopna North West	33	
	Nathalia	220	
	Picola	13	
	Rochester	368	
	Rushworth	125	
	Stanhope	161	
	Stanhope South	10	
	St Germains	28	
	Tatura	310	
	Tatura East	62	
	Tongala Consolidated	350	3,092
	Total Government		4,955
Catholic Schools			
Secondary	St Augustine's College, Kyabram	140	
	St Mary of the Angels College, Nathalia	160	
	Sacred Heart College, Rochester	120	420
Primary	St Augustine's, Kyabram	290	
	St Mary of the Angels, Nathalia	125	
	St Joseph's, Rochester	165	
	St Mary's, Rushworth	145	
	Sacred Heart, Tatura	225	
	St Patrick's, Tongala	90	1,040
	Total Catholic		1,460
	GRAND TOTAL		6,415
	TOTAL VICTORIA		15,190

QUEENSLAND

CENTRAL PRIORITY COUNTRY AREA

Type	School	Students	Total
Government Schools			
High	Blackwater	342	
	Emerald	435	
	Moranbah	247	1,024
Primary/ Secondary	Alpha	189	
	Clermont	333	
	Springsure	192	
	Tambo	128	842
Primary	Anakie	191	
	Arcadia Valley	16	
	Bauhinia	31	
	Blackwater	1,040	
	Bluff	86	
	Capella	174	
	Carmila	65	
	Clark Creek	41	
	Comet	24	
	Dingo	56	
	Duaringa	122	
	Dysart	309	
	Emerald	449	
	Flaggy Rock Creek	24	
	Gindie	62	
	Jericho	40	
	Kilcummin	22	
	Lockington	10	
	Mackenzie River	23	
	Moranbah	924	
	Nebo	74	
	Orion	15	
	Pasha	5	
	Rolleston	67	
	St Lawrence	53	
	Teelba	9	
	Tresswell	14	
	Valkyrie	14	
	West Hill	16	
	Woorabinda	135	4,190
	Total Government		5,977
Catholic Schools			
Primary	St Joseph's, Alpha	45	
	St Joseph's, Clermont	75	
	St Patrick's, Emerald	176	
	Our Lady of the Sacred Heart, Springsure	81	377
	Total Catholic		377
	GRAND TOTAL		6,354

SOUTH WESTERN PRIORITY COUNTRY AREA

Type	School	Students	Total
Government Schools			
High	Charleville	303	
	Roma	485	788
Primary/ Secondary	Cunnamulla	398	
	Injune	175	
	Mitchell	297	
	St George	470	
	Surat	177	1,517
Primary	Amby	35	
	Augathella	65	
	Begonia	31	
	Bollon	64	
	Bymount East	29	
	Charleville	431	
	Charleville Pre-school	75	
	Dunkeld	14	
	Eromanga	13	
	Eulo	21	
	Goombie	6	
	Hebel	10	
	Morven	73	
	Mt Abundance	13	
	Muckadilla	20	
	Mungallala	34	
	Quilpie	73	
	Roma	443	
	Roma Junior	383	
	Roma Pre-school	97	
	St George Pre-school	56	
	Thallon	53	
	Thargamindah	58	
	Wyandra	54	2,151
	Total Government		4,456
Catholic Schools			
Primary/ Secondary	St Mary's, Charleville	250	
	St John's, Roma	365	
Primary	St Joseph's, Augathella	34	
	Sacred Heart, Cunnamulla	121	
	St Joseph's, Dirrabandi	53	
	St Patrick's, Mitchell	83	
	St Finbarr's, Quilpie	71	
	St Patrick's, St George	182	1,159
	Total Catholic		1,159
	GRAND TOTAL		5,615
	TOTAL QUEENSLAND		11,969

SOUTH AUSTRALIA

WESTERN REGION, EYRE PENINSULA

Type	School	Students	Total
Government Schools			
1. Far West			
Area	Ceduna	844	
	Karcultaby	255	
	Streaky Bay	333	1,432
Primary	Coorabie	18	
	Darke Peak	33	
	Penong	58	
	Port Neill	48	
	Ungarra	36	
	Wharminda	36	229
Rural	Mount Hill	13	
	Mudamuckla	17	
	Nunjikompita	13	43
Special Rural	Elliston	85	
	Haslam	70	
	Wirrulla	87	
	Port Kenny	57	299
Aboriginal	Koonibba	42	
	Yalata	106	148
		Total	2,151
2. Far North			
Area	Coober Pedy	403	
	Leigh Creek	312	
	Andamooka	89	804
Primary	Cook	39	
	Kingoonya	35	74
Rural	Parachilna	15	15
Special Rural	Tarcoola	50	50
Aboriginal	Marree	106	
	Nepabunna	48	154
		Total	1,097
	TOTAL SOUTH AUSTRALIA		3,248

WESTERN AUSTRALIA

THE GOLDFIELDS REGION

Type	School	Students	Total
Government Schools			
High	Eastern Goldfields Senior	1,129	
	Esperance Senior	652	
	Kambalda	262	2,043
District	Laverton	239	
	Norseman	491	
	Ravensthorpe	168	898
Primary	Boulder	378	
	Boulder Junior	311	
	Cascade	25	
	Casteltown	389	
	Condingup	72	
	Coolgardie	114	
	Coonana	15	
	East Kalgoorlie	62	
	Esperance	446	
	Grass Patch	53	
	Jerdacuttup	47	
	Kalgoorlie	214	
	Kalgoorlie Junior	191	
	Kambalda	320	
	Leinster	32	
	Leonora	118	
	Menzies	25	
	Munglinup	80	
	North Kalgoorlie	599	
	Nulsen	327	
	Rawlinna	33	
	Salmon Gums	74	
	Scaddan	28	
	South Kalgoorlie	575	
	West Kambalda	619	
	Widgiemooltha	16	5,163
Special	Boulder	25	
	Esperance	11	36
Aboriginal	Cosmo Newbery Special	11	
	Cundeelee Special	64	
	Mt Margaret Special	47	
	Warburton Special	65	187
	Total Government		8,327
Catholic Schools			
High	Christian Brothers College, Kalgoorlie	253	
	Prendiville College, Kalgoorlie	216	469
Primary	St Joseph's, Boulder	123	
	St Anthony's, Coolgardie	47	
	Catholic Primary, Kalgoorlie	252	422
	Total Catholic		891
	GRAND TOTAL		9,218

OUTER WHEATBELT AREA

Type	School	Students	Total
Government Schools			
District	Jerramungup	151	
	Lake Grace	231	
	Mukinbudin	263	
	Southern Cross	217	862
Primary	Beacon	83	
	Bencubbin	92	
	Bodallin	26	
	Broden	38	
	Bremer Bay	31	
	Bullfinch	23	
	Fitzgerald	29	
	Gabbin	27	
	Gairdner	66	
	Hyden	132	
	Kalannie	86	
	Karlgarin	42	
	Koolyanobbing	62	
	Koorda	112	
	Lake King	33	
	Marvel Loch	14	
	Mollerin	18	
	Moorine Rock	17	
	Mt Hampton	34	
	Mt Walker	45	
	Muntadgin	16	
	Newdegate	88	
	Ongerup	78	
	Pingaring	37	
	Pingrup	62	
	Salt River	28	
	Varley	20	
	Westonia	60	
	Wialki	25	1,424
	Total Government		2,286
Catholic Schools			
Primary	St Joseph's, Southern Cross	48	48
	Total Catholic		48
	GRAND TOTAL		2,334

ISOLATED CHILDREN OF THE WESTERN AUSTRALIAN CORRESPONDENCE SCHOOL

	Secondary	164	
	Primary	397	
	Total	561	
	TOTAL WESTERN AUSTRALIA		12,113

TASMANIA

HUON VALLEY AREA

Type	School	Students	Total
Government Schools			
High	Huonville	609	609
District	Cygnet	188	
	Geeveston	301	
	Dover	165	654
Primary	Huonville	546	
	Judbury	25	
	Glen Huon	46	
	Franklin	99	
	Ranelagh (Huon Special School)	11	727
	Total Government		1,990
Catholic Schools			
Primary/Secondary	St James College, Cygnet	261	
Primary	Sacred Heart, Geeveston	110	371
	Total Catholic		371
Non-Government Other Schools			
Primary	Seventh Day Adventist, Glen Huon	11	11
	GRAND TOTAL		2,372

FAR NORTH WEST AREA

Government Schools			
High	Smithton	582	582
District	Forest	169	
	Edith Creek	160	329
Primary	Redpa	36	
	Smithton	613	
	Stanley	71	720
	Total Government		1,631
Catholic Schools			
Primary	St Attracta's, Smithton	115	115
	Total Catholic		115
	GRAND TOTAL		1,746
	TOTAL TASMANIA		4,118

APPENDIX 3

DISADVANTAGED COUNTRY AREAS PROGRAM

COMMITTEE STRUCTURES AND FUNCTIONS

NEW SOUTH WALES

The State Advisory Committee comprises three people representing government and Catholic systems and the community. Its functions are:

- a monitoring role (maintaining the concept and purpose of the Program);
- a co-ordinating role (forwarding submissions received from Area Committees to Director-General);
- a linking role (with the Commission and other agencies).

The State Advisory Committee recommends on Areas to be designated and funds to be allocated.

There are three Area Management Committees, the Northwest Area being divided into two clusters of schools, one at Walgett and one at Coonamble. Each of these includes:

- one representative from Catholic administration;
- one representative from State regional administration;
- eight representatives from school communities involved in the Program. These include teachers from both government and non-government school systems, parents serving on local school committees, and other community representatives. The Area Management Committees have the carriage of the Program within the respective Areas, i.e. to:
  - communicate effectively the concept, purpose, objectives and operation of the Program in that Area;
  - stimulate development of quality submissions;
  - consider and recommend on submissions forwarded;
  - report on the financial and educational aspects of all projects funded and the general implementation of the Program in the region.

VICTORIA

The State Planning Committee includes the Program Co-ordinator as its executive officer, the research assistant and field officer who work with the Co-ordinator, an academic, one parent representative, nine administrators from the government and three from the Catholic education systems, and two representatives of independent schools. State departmental representatives are drawn from the following areas; primary, secondary, technical, special services, teacher education and planning. The three Catholic representatives are drawn from different geographical areas.

The role of the Country Education Planning Committee is to:

- establish the terms of reference for the development of a pilot project for a Country Education Program;

- assist in the development of techniques for surveying, assessing and identifying geographic areas that would be in any future project or Program;
- encourage activities that will promote discussion and the development or extension of educational opportunities for children in country areas;
- provide a structure such that individuals, groups and organisations may present points of view that would assist in the development of a Country Education Project;
- review the current provisions that are made available to promote the educational opportunities of children living in isolated or small settlements in Victoria;
- identify the geographic areas for the establishment of a pilot Country Education Project;
- develop general guidelines for the operation of the Project at the State, regional and area levels;
- make recommendations on the joint financial management of the Project funds;
- prepare regular reports for consideration by the appropriate authorities.

There are five Area Committees in Victoria, each with twelve to nineteen members. At least half of these are drawn from the school community (other than teachers), and include a representative of Catholic and State education systems. Local school principals and teachers also serve on these committees. The functions of the Country Education Project Area Committees are to:

- identify the resources in the areas;
- make an assessment of the needs of the communities;
- develop submissions to be considered by the Planning Committee;
- implement proposals which are approved by the Planning Committee;
- control funds given by the Planning Committee in connection with the Project;
- aid in the continuous monitoring and evaluation of the Project.

Three of the five Areas have Project Co-ordinators, who are people with a sound knowledge of, and a personal relationship with, people in the local communities. The role of the Project Co-ordinators is to:

- assist in the identification of resources and needs of the area;
- assist in the preparation and assessment of submissions;
- keep the Executive Officer fully informed of all developments in the area;
- keep records of meetings, copies of which will be forwarded to the Executive Officer;
- keep comprehensive records of how the project was developed, what problems arose and how they were overcome. This would include information about:
  - (a) how and with whom contacts were made in the community;
  - (b) which group and/or individuals interacted the best;
  - (c) which groups and/or individuals resisted and their reasons for doing so.

QUEENSLAND

The State Committee to Administer Joint Programs for Priority Country Areas has twenty three members. Thirteen are State Education Department administrators who represent a number of areas including primary, secondary and correspondence education. Regional directors and representatives of curriculum, planning and service divisions are included. Three administrators and one teacher represent the Catholic education system. Other members represent teacher and parent organisations and the Aboriginal community. The Committee to Administer Joint Programs for Priority Country Areas is responsible to the Director-General of Education and the Director of the Queensland Catholic Education Commission for the administration of the Disadvantaged Country Areas Program and through them to the State Minister for Education. The Committee is responsible for the mobilisation of a range of resources so that the children/teachers/parents in the community as a whole have access to educational services in some way comparable with those available in less disadvantaged areas.

The Central Area Committee consists of the Regional Director of Education with one representative from the Catholic Education Office, two members associated with other non-government schools, one member from the College of Advanced Education and five parent representatives. The functions of the Central Area Committee are to:

- identify the educational requirements of primary and secondary students that are not currently met by existing systems - State and non-State;
- investigate the most practical means of implementing educational initiatives likely to offset educational disadvantage in rural areas for primary and secondary students;
- present to the Management Committee for its consideration submissions in support of local projects;
- maintain a watching brief on initiatives with a view to reporting their effectiveness to the Management Committee or its duly nominated evaluators;
- ensure that information is disseminated within the community.

Local advisory committees as such do not exist within the Central Area, however, members of the Central Area Committee do represent the views of the community bodies from which they derive.

In the South Western Area there are six local advisory committees whose membership varies but includes educators and community representatives. A Project Director has been appointed to administer the field staff and liaise between schools and community groups. The functions of local advisory committees are to:

- propose initiatives to the State Committee;
- comment on initiatives proposed to the Committee from other sources;
- encourage local involvement in the Priority Country Areas Program and ensure that information on initiatives is disseminated with the community;
- advise the Committee on ways of ensuring that maximum benefit is being derived from initiatives taken;
- participate in a local information network involving all local committees, the Project team, Regional Office and the Joint Committee.

SOUTH AUSTRALIA

In South Australia the Program is administered by a special sub-committee of the State Priority Projects Task Force of the Disadvantaged Schools Program, which includes the Co-ordinator, field officer, two government school principals, a teacher and a representative of the research and planning division of the State Education Department. The functions of the sub-committee are to:

- facilitate the activities of both Local Action Groups and Regional Task Forces;
- consider and make final recommendations to the Minister of Education concerning Local Action Group submissions passed on with recommendations from Regional Task Forces;
- generally promote awareness of the Program, particularly in relation to the State system as a whole;
- conduct extensive in-service and personnel development programs at all levels including that of middle and senior management.

There are five Regional Task Forces consisting of the departmental Regional Director (in the Eyre region), principal education officers, principals, Priority Projects regional co-ordinators, and in some cases teachers and/or parents. Three of the regions where there are relatively few schools, are served by the one country Co-ordinator, based at Murray Bridge. The Task Forces are supplemented by teachers from the local schools as far as possible and by advisory teachers where appropriate and meetings are rotated around schools in each region regularly. Efforts are made to involve parents in these meetings. The functions of the Country Regional Task Forces are to:

- receive submissions from schools within the region and make recommendations to the State Priority Projects Task Force concerning funding;
- liaise with the State Priority Projects Task Force and make recommendations concerning the general needs of Priority Project schools in the respective regions;
- liaise with the State Priority Task Force on the one hand and Priority Project schools in the region on the other to enable fuller communication, sharing of ideas and administrative efficiency;
- participate in the overall in-service and personnel development program in the State;
- plan in-service programs relating to the Priority Project matters within the region;
- foster meaningful involvement of parents and community members in the decision-making processes relating to Priority Project schools and their staffs;
- develop a directory of projects which can be used as a source of reference in developing additional projects within participating schools;
- assist schools in the preparation of submissions for funding;
- assist schools in evaluating the outcomes of programs that have been implemented (progress reporting);
- act as a 'critical friend' to schools in all matters pertaining to their Priority Project programs;

- make the expertise developed within the Task Force available to non-Priority Project schools where the need exists.

Local action committees of up to eighteen representatives of the school community have been formed in local centres throughout the declared Areas, and their function is to generate proposals mainly for shared resources among a group of schools and their communities.

WESTERN AUSTRALIA

The Western Australian Disadvantaged Country Areas Program Committee comprises four representatives from the government system (three administrators and one principal) and three from the Catholic education system (two administrators and one deputy-principal) and two representatives from isolated parent groups. The role of the State Committee is to:

- identify and assess geographic areas that are considered for potential inclusion in the Program;
- develop Program operation, evaluation and reporting guidelines;
- decide on area funding allocations;
- give advice and make recommendations on submissions received;
- consider reports on the Program prior to their release or distribution;
- promote community involvement at all levels of the Program and ensure that information in initiatives is disseminated within the community;
- approve and implement recommended projects.

The Correspondence School Area Committee works directly with the State Committee, which holds meetings with parents regularly in various parts of the State.

The Goldfields Area Committee comprises ten members: five from the government school system (one acting regional superintendent and four principals, representing primary and secondary areas); one representative of the Catholic system who is also a State Committee member; an area field officer; a community development liaison officer; and two people to represent parents and the community. The Outer Wheatbelt Area Committee comprises four regional superintendents of the State Education Department and a field officer. The functions of the Area Committees are to:

- foster the development of quality submissions;
- give advice and make recommendations to the Working Parties on the drafting of submissions;
- consider submissions received from the Working Parties, establish order of priority and make recommendations on submissions forwarded to the State Committee;
- ensure that costing does not exceed the allocated budget;
- encourage community involvement in the operation of the Program;
- report to the State Committee on the Program operation (financial and educational) of the area;

- co-ordinate the activities of the Working Parties;
- approve and implement recommended projects.

Three area Working Parties have been set up in the Goldfields Area and four in the Outer Wheatbelt Area. Members of local communities, parents and teachers are represented on these Working Parties, which range in size up to a membership of twenty three. The functions of the Working Parties are to:

- identify available area resources;
- assess the needs of and disseminate Program information to the communities;
- encourage community involvement in all aspects of operation at the local level;
- develop proposals for consideration by the Area Committee;
- monitor and evaluate approved projects and report to the Area Committee;
- implement approved projects and control the funding made available.

TASMANIA

The Country Education Planning Committee consists of fourteen members: four administrators from the Education Department, six government and one Catholic school principals, Co-ordinators of the Disadvantaged Schools Program in both government and Catholic systems, a Schools Commission representative and a consultant to the Priority Projects Committee. The function of the Country Education Planning Committee is to exercise overall responsibility for the Schools Commission's Country Areas Program in Tasmania.

Under this general heading a number of specific functions can be identified:

- to initiate educational activities and programs that reflect the needs of country areas and are designed to alleviate educational disadvantage within the areas defined as particularly disadvantaged;
- to co-ordinate educational programs and activities in the country areas selected for inclusion in the Program;
- to receive submissions for funding from various groups and individuals in the selected areas;
- to provide a focal point for educational initiatives and endeavours;
- to set up and liaise with educational committees in the selected areas;
- to promote co-operation and sharing with neighbouring schools, both government and non-government, and to promote interaction between schools and the community.

Area Committees have been set up in both declared Areas broadly representative of the local government school communities (including the Education Department) and with several members representing non-government schools. The Country Education Planning Committee has identified the following list of functions for committees assisting with area projects:

- in accordance with the needs of the area as a whole, to develop activities and programs that extend educational provision in the area and increase opportunities for young people;

- to co-ordinate educational programs and activities;
- to make recommendations to the Country Education Committee about the allocation of funds available from the Schools Commission;
- to receive submissions from various groups and individuals within the area;
- to provide a focal point for educational initiatives and endeavours;
- to provide for purposeful community involvement in education.

CAMPING PROGRAM - VICTORIA

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